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ABSTRACT

The June 30, 1981 final project report of the Trempealeau County Kellogg Project summarizes the activities of the rural, county-based broadband, interactive, bidirectional telecommunictions system. The system described interconnects eight school districts, providing for the educational needs at all levels, in addition to providing access to television for rural residents living in the 11 incorporated communities or along the 133 mile trunkline. Also covered are the following: (1) planning and development; (2) technical components and operations; (3) co-op management; (4) construction; (5) implementation and applications; (6) instructional alternatives; (7) social services; (8) special activities; and (9) evaluation. Projections and recommendations, in the form of personal observations made by the 17-member project advisory board, encompass the idea that the potential of such systems seems to be limited only by the imaginations of the users. Annual project reports for 1977-1980 are appended. (AH)

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TREMPEALEAU COUNTY KELLOGG PROJECT

FINAL PROJECT SUMMARY

PROJECT PERIOD: 1/1/77 to 6/30/81

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TREMPEALEAU COUNTY - KELLOGG PROJECT--A Successful Endeavor in Establishing A Rural Telecommunication System

In 1973, a few envisionaries conceived the idea of establishing a rural based telecommunication system to meet the future communication needs of residents in a rural-based county. On July 26, 1979, the first signal was transmitted on the county-based broadband, interactive, bidirectional telecommunication system in Trempealeau County, Wisconsin. As of June 30, 1981, the system now encompasses the following:

- Interconnects the eight school districts providing the educational needs for the residents of the county with an interactive, bidirectional telecommunication system to serve all grade levels of each school district. Each district, in addition to receiving the regular series of television services, has a dedicated channel on the midband frequency to enable their participation in interactive program developments with the other seven districts in the county. New and expanded curriculum offerings, staff inservice and curriculum meetings, administrative/departmental meetings, staffing patterns--lead and team teaching alternatives, special programs such as for the gifted and talented, forensics, music theory, math challenges, etc., are just some examples of the potential comprehensive application of the system.

- Establishes a county-based channel to transmit local programs originated from the courthouse studio to meet the expressed needs of county and local agencies; e.g. senior citizens, county health services, special adult education programs, etc.

- Provides a Community Bulletin Board to establish a continuous awareness of county developments and a constant read-out of weather information, time, temperature, etc. The information is initiated at the Co-op office.

- Provides complete network service of commercial television including all major networks and an independent station from Minneapolis/St. Paul.

- Provides access to the Wisconsin and Minnesota State Educational television systems.

- An Earth Station to provide satellite programs which currently includes WGN (Chicago), WTBS (Atlanta), movie and sport channels from New York and the Appalachian Community Network Services from the University of Kentucky at Lexington. Current developments are projecting the addition of the children's network and the All News Network from New York.

- The equipment purchased with the Kellogg funds is basically portable in nature which enables the local schools to extensively utilize Community Resources for the educational, cultural, and social developments for the county.

- Provides services to the eleven incorporated communities in the county and any rural resident living along the 133 miles of trunkline that interconnects the communities. Approximately 2700 subscribers are currently receiving the service and this includes approximately 65 farm residents to receive cable television services.

- The second phase of the system is in the process of being constructed and this will provide the telecommunication service to all unincorporated villages and population centers that are located in the county. This will include an additional 350 miles of trunkline and will continue to provide services to farmers living along the trunkline.

PLANNING AND DEVELOPMENT

The Trempealeau County Telecommunication System had its beginning in the year of 1973 when a group of area residents discussed the potential of establishing a telecommunication system in a rural area. The basic need for the development was initiated to eliminate the transportation factors associated with transferring students and teachers between small rural school systems to primarily expand the curriculum opportunities in the vocational education areas. The general summation of the overall philosophy that initiated the development of this program can best be referenced by a statement made by Mr. Gordon Meistad, at that time the Manager of the Trempealeau Electric Cooperative, who stated:

> *"I'm not interested in cable to get a few commercial channels--if that's all we are working for, I wouldn't waste my time. We are planning on building a total communication system to serve the future communication needs of every resident of the county. The real goal of the Communications Co-op is to upgrade the quality of life for our rural members."*

Another significant statement by Meistad which served as one of the building foundations of the overall project was stated as follows:

> *"The planners firmly believed that cable communications could offer a greater variety of services for rural people than for city dwellers. It can, if developed with full potential, revitalize rural life and keep young people in the area with jobs and every social, cultural, and economic advantage. It's going to take hard work and we will have to do the job ourselves but we did it once in electricity, so we should be able to do it again with cable."*

To initiate the overall process, a series of studies were conducted which assessed the feasibility of establishing a rural based telecommunication system.

A feasibility study conducted by the Office of Technology Assessment for the U.S. Congress in 1976 summarized their report with the following statement:

> *"To summarize the Trempealeau County Project is a unique effort. It is an attempt to provide broadband telecommunication services by following the tradition of providing electricity and telephone services to rural areas through the use of cooperatives. The success or failure of the project will have significant implications for similar endeavors by other rural communities."*

This type of foresight and determination evolved into the Western Wisconsin Communications Cooperative being established in Trempealeau County on December 17, 1973. The franchise for a county-wide cooperative launched the development of the planning process to identify the technical components that would be required to provide the telecommunications service for the county and at the same time, establish a management base for a total county-wide cooperative involving the residents from the total area of Trempealeau County.

Trempealeau County is a rural county located in West Central Wisconsin with an overall population of approximately 25,000 residents. Of the eleven incorporated communities, Arcadia is the largest with 2,159 residents and Whitehall, the county seat, has 1,486 residents. The geographic area of the county is approximately 26 miles wide and 62 miles long. Farming, light manufacturing, and small business provide the majority of the employment in the area. The rural nature of the county can best be described as an area without any parking meters or traffic lights and where there are more cows than people.

The Trempealeau County educational system consists of eight school districts which provide the residents with kindergarten through twelfth grade educational programs. One of the significant planning objectives of the telecommunication system was to interconnect the eight school districts to be able to share specific expertise and curriculum opportunities with an interactive two-way telecommunications system with each school having originating capability at each classroom level. The commitments of the eight school districts established a significant factor of promoting the planning process for this particular project. Each of the school districts, at their annual meetings in July of 1975 agreed to a 13-year lease agreement with the county-based cooperative to subscribe for the services of the telecommunication system. The agreement was established to provide two years of free service for developmental and experimental purposes, one year at $4500 and the remaining ten years at $9000 per school district per year.

In addition to the commitment of the eight school districts, it was also important to assure additional technical and professional assistance to be available for the overall system planning and development process. This was incorporated in the process by having four universities of the University of Wisconsin-System become involved. The West Central Wisconsin Consortium which includes the Universities at La Crosse, Eau Claire, River Falls, and the University of Wisconsin-Stout at Menomonie, Wisconsin became involved in the overall planning and development process. The four institutions made the commitment that they would provide professional and technical assistance for the enhancement of the project.

One of the major factors for the overall success of the project was the award of a major grant from the W. K. Kellogg Foundation, Inc., Battle Creek, Michigan. The grant was applied for in August, 1976; and on September 24, 1976, the grant was approved in the amount of $510,170 for a four-year period to assist the rural based cooperative in the establishment of a telecommunication system. The Kellogg grant was awarded to the West Central Wisconsin Consortium with UW-Stout designated as the fiscal agent to coordinate and administer the grant. The four universities provided professional assistance to develop the county based system and to establish in-service training for public school teachers on the use of the telecommunication system, as well as to provide professional assistance to the social service agencies involved in the county. Approximately $100,000 of the grant funds were designated to purchase color video equipment for each of the local school districts to enable them to originate programs at each school site. Local educators have frequently referenced the unlimited potential of the system for improving the education process in small rural based schools, as it will increase the number and variety of subjects that can now be offered to students. The interactive system will also provide unlimited opportunities for staff development and to explore alternatives towards the application of educational, social, and economic developments at the county-based level.

Concurrent with the award from the Kellogg Foundation, was the application for a $1.2 million loan from the Farmer's Home Administration by the West Wisconsin Communications Cooperative. The loan was approved on November 15, 1978, and was primarily designated for the construction of the system which included three microwave towers, 133 miles of trunkline and all of the accessories to make the system functional. The actual loan of $1.47 million was provided under the Rural Development Act and is based on a 15-year loan commitment for the county-based cooperative to construct the system. A repayment plan will enable the Farmer's Home Administration to recover the total amount of the federal resources applied towards the construction of the system.

TECHNICAL COMPONENTS AND OPERATIONS

The Western Wisconsin Communications Cooperative (WWCC) completed the construction of the interactive cable television/microwave system on March 13, 1980. The system consists of a 54-300 MHz forward and a 5-30 MHz reverse single trunk, single-feeder, cable television distribution system with a three terminus microwave facility capable of handling all bidirectional information.

Of the 36 channels available on the system, 20 channels are in use at the present time. Twelve entertainment and educational channels are being offered to WWCC subscribers and the remaining eight channels provide a full two-way cable television service between the eight rural school districts. These schools each have a channel assigned for their exclusive use.

The WWCC system is owned and operated by its cooperative members and presently consists of 133 miles of trunk cable for its television system. It operates under Federal Communications Commission (FCC) Certificate of Compliance numbers WI 0169 through WI 0177 and FCC FML microwave relay permits numbered WCU-981, WCU-982 and WCC-275.

Figure I, located on page 7, is a diagram showing the microwave and cable paths for the WWCC System. This diagram indicates a local television origination point at each of the eight high schools. Therefore, each school district has a means to share staff and facilities to expand educational and special program offerings by using two-way television. At each of the three tower sites, four channels, of the 20 presently available, are received "off-air." The remaining 16 channels are received at the Strum and Galesville towers, via microwave, from the Whitehall tower.

The WWCC system has also installed a Scientific Atlanta 4.6-meter satellite receiving earth station antenna which brings in: WGN (Chicago),

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WTBS (Atlanta), the Movie Channel, the Entertainment and Sports Programming Network from New York, and the Appalachian Community Service Network (ACSN) from the University of Kentucky at Lexington. Inasmuch as additional channel space is available on the WWCC system, further services will be offered in the near future.

The system also provides a link from the Trempealeau County Courthouse, to the system headend at the Whitehall Tower, where it is converted to Channel 13 and cablecast throughout the WWCC system. This facility enables local programming to be initiated for the county based agencies and interest groups.

Access to the WWCC system is guaranteed through a 13-year lease agreement which each of the eight school distircts, and the Trempealeau County University Extension Office, have with the WWCC.

Full two-way cable service is provided, on the WWCC system, to the school districts of: Arcadia, Blair, Whitehall, Osseo, Independence, Taylor, Eleva-Strum, and Galesville. These schools are located within the respective communities, with the exception of Eleva-Strum, which is located midway between Eleva and Strum. The trunk cable serving these schools has full two-way modules installed. Amplifiers "downstream," (or further from the headend) from the schools are unidirectional, although they are capable of full two-way operation via the installation of "upstream" module components.

In a brief summary, the following is a listing of viewer services that were available on June 30, 1981, to the residents of Trempealeau County:

YOUR SET CHANNEL	BROADCAST CHANNEL	TELEVISION STATION	CITY	PROGRAMMING
2	17	WTBS	Atlanta, GA	Independent
3	11	WTCN	Minneapolis, MN	NBC
4	9	WGN	Chicago, IL	Independent
5	None	ESPN	New York	Sports Only
6*	2	KTCA	Minneapolis, MN	Educational
7	None	Warner	New York	Movie Channel
8**	None	Local	Local Programming	Northern Sector
9	19	WXOW	La Crosse	ABC
10	13	WEAU	Eau Claire	NBC
11	8	WKBT	La Crosse	CBS
12	31	WHLA	La Crosse	Educational
13**	None	Local	Local Programming	Southern Sector

* Channel 6 provides access to the Appalachian Community Service Network (ACSN) in the morning and the Minnesota Educational Network in the afternoon and evening.

** Channel 8 transmits local programming to the northern sector of the county and Channel 13 transmits local programming to the central and southern sector of the county.

CO-OP MANAGEMENT

The management component for the system is provided by a county-wide cooperative with representation from throughout the county. A Board of Directors, elected at the annual meeting, continues to provide the leadership and day-to-day management of the overall operation of the county system. A full-time Coop Manager has been employed with a staff consisting of two office staff and four technicians to maintain the system and establish an overall administrative process for the financial and technical management of the Cooperative.

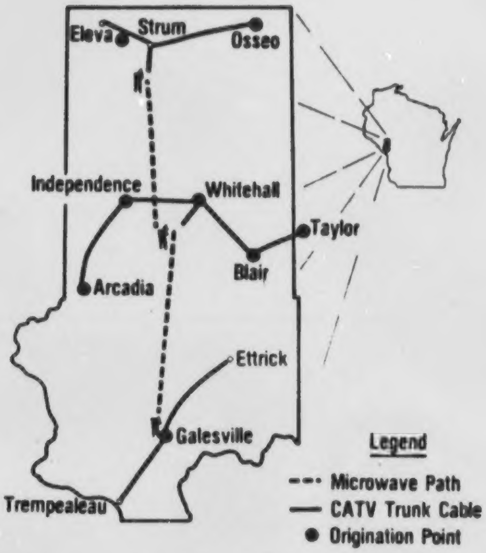
The Board of Directors provides the leadership for the continued development of the rural telecommunication system to eventually achieve the basic objectives and that is to provide telecommunication services to all of the residents of the county. Currently, the second phase of the project is well underway, and this will provide for an additional 350 miles of cable and an additional microwave tower to enable services to be directed to all of the unincorporated villages in the county, as well as the population centers scattered throughout the rural area. The second phase of the distribution system will be financed by a 35-year loan from the Rural Electrification Administration at the level of $4.2 million which would be repaid on a low interest basis over the loan period. This phase will enable approximately 57 percent of the rural county residents to receive telecommunications services and the third and final phase is projected to blanket the county with telecommunications services.

CONSTRUCTION

The construction of the Trempealeau County Telecommunication System was a long-awaited activity which was culminated after a five-year planning period. Since the establishment of the Cooperative in 1973, the actual construction of the system did not begin until November 15, 1978. The interim time of five years was required to resolve all of the loan and regulatory conditions that were set forth prior to the final approval of the FmHA loan. Twenty-three specific conditions were established--some of which were easily resolved while others required a great deal of effort on the part of the local Cooperative memberships. Examples of the significance of some of these conditions was the requirement that all of the local school districts had to enter into a long-term agreement for the purchase of television services from the local Cooperative. Based on a Wisconsin law, a school district could not enter into an agreement of a longer duration than three years; and in order for the Cooperative to meet the conditions of the loan, the Wisconsin statutes had to be changed to permit long-term agreements. This change was enacted through the efforts of the school superintendents of Trempealeau County working with Wisconsin legislators which resulted in a statute being changed which now allows school districts to enter into long-term agreements for cable services.

Another condition which caused a great deal of concern and time, was the resolution of a joint pole use agreement to enable the cable trunkline to utilize the telephone and electric poles that currently provide electricity and telephone services in a rural area. This particular resolution for the joint use agreement required a change in a federal regulation to be enacted to enable the construction of the system to utilize the telephone and electric poles in the Trempealeau County area. These types of conditions constituted some real stumbling blocks for completing the system and required the dedication and determination of the group of rural residents who were committed to completing a rural telecommunication system in Wisconsin.

The final approval, however, was secured and the loan was approved for $1,466,000 on November 15, 1978. On the following day, the construction of the system was initiated with the American Electronics Laboratories from Pennsylvania being the contractor for the overall system. The system was completed and accepted by the WWCC on March 13, 1980 with all school districts and communities receiving the signal in accordance with the proposed plans. Actually, the first signal was received in Independence, Wisconsin, on July 26, 1979; and the first interactive transmission of activities transpired on December 10, 1979 when the project advisory board held their meeting from two respective sites in the county.


Eleva
Strum
Osseo
Independence
Whitehall
Taylor
Blair
Arcadia
Ettrick
Galesville
Trempealeau
Legend
--- Microwave Path
— CATV Trunk Cable
● Origination Point

MICROWAVE AND CABLE PATHS
FOR WWCC SYSTEM

FIGURE I

IMPLEMENTATION AND APPLICATIONS

Since the first signal transmission on July 26, 1979, the implementation of the system has continued as the cable reached out across the rolling hills and coulees of Trempealeau County. Initially, the commercial service to the subscribers was a significant breakthrough, as prior to this time, some of the areas were limited to only one local television station. As the construction progressed, the first meeting via the two-way interactive system between two rural communities, Whitehall and Arcadia, was conducted on December 10, 1979. Following these two milestones, the level of developments accelerated as the other schools became interactive, an earth station was installed and the county courthouse studio became operational.

The subscribers in a rural area, are now provided with the three major networks, one independent station, and via the satellite system television services from New York (movie and sport channels) and the super stations from WGN Chicago and WTBS from Atlanta. From a one channel local antenna system, the rural residents now experience 12 channels of services with local and national programs becoming available to a sparsely populated area.

The eight schools began exploring alternatives for the application of the system by selecting areas such as staff inservice, curriculum meetings, administrative and departmental meetings, community service programs which were initiated in various degrees and levels of interaction. A demonstration calendar was established to explore these potential alternatives in 12 instructional areas, eight administrative services, and four student-type activities. Initially, the demonstrations were projected for a two school interactive program and this quickly expanded to involve four and five schools and, in some instances, all eight schools. Some of the significant and potential applications evolving out of the process were:

- Departmental/Discipline Meetings: Basically, most small schools have departments of one to three people. These small units do not lend themselves for an effective staff development/curriculum review and development process. With all of the eight schools involved, meetings were scheduled at each school site with no travel involved, and provided an opportunity for direct interaction of staff from the same discipline to discuss teaching strategies, curriculum materials, evaluation processes, etc. It also evolved into team and lead teaching alternatives with staff members with particular expertise and interests assuming the teaching responsibilities for a given topic or unit.

- Professional Development Programs: With the enactment of the demonstration calendar activities, it soon became apparent that the format utilized for the departmental meetings would readily lend itself to professional development programs directed for specific disciplines in each of the eight schools. The interactive component provided the opportunity of securing a professional educator or disciplinarian from one of the surrounding universities or communities to conduct specific programs as the needs became identified for the teaching staff in all of the eight schools. Using this format, travel was minimized to having the presenter travel while all of the participants would be able to remain at their respective school sites and receive professional instruction in concurrence with their professional goals. In the same context, the eight school systems are used as adult education centers with a similar program being able to be established to meet identified needs of community representatives which would have access to the professional trainer from whatever source would be necessary to meet that specific need. Normally, small communities would have a relatively small number of individuals interested in a given topic; however, by combining the 11 communities and utilizing the eight school district sites, small numbers from each of the communities could be assembled via the interactive system and provide for a large enough base to enable an instructor from the university and/or a professional organization to conduct inservice meetings for each of the groups involved.

- Administrative Meetings: In the same context as the departmental meetings were held, it was quickly realized that administrative meetings for school district superintendents, school board officials, high school principals, curriculum coordinators and others could be conducted in the same mode by utilizing the interactive system with each representative remaining at their home site. A quick comment that was recently made by a number of individuals involved that the meetings can be more effectively and efficiently conducted when the opportunity does not avail itself for individuals sitting around a table to discuss minor personal interest items with their neighbors and not pay attention to the meeting agenda being conducted at the time. The two-way interactive system lends itself to directly maintaining the schedule of the agenda that was proposed and to complete the meeting in a much more efficient and effective manner. An element of caution was presented by many of the participants that one aspect of the programming that is required is for effective pre-planning to be conducted in advance of the meetings so that every individual will have the opportunity to review the materials in advance and have the same type of materials in their presence when the actual meetings were being conducted.

- Special Activities: One of the by-products of the demonstration calendar activities was the initiation of special activities which were originated out of the student activities phase of the program. The two-way capability and the flexibility of the system was quickly recognized as a real potential for creating interest and conducting alternative experiences for students at any grade level and in any subject field. In addition to developing supplemental materials utilizing community resources for actual classroom activities, special activities involving quiz bowls, mathematical challenges, two-way teaching practicum for student teachers, special speakers from various disciplines, vocational school programs, advisory board meetings, forensics programs were all soon recognized as a significant opportunity for students and staff from the eight school sites to become interactive and to share their experiences and develop alternatives for their particular interest areas. The system continues to challenge the users as it is still frequently referenced that the potential of the system continues to be limited by the imagination of the user.

With each passing day, students, staff and administrators are establishing new alternatives for applying the system in a variety of new and exciting ways to not only enhance the educational system but to concurrently develop alternatives for social, cultural and other related areas. These developments truly develop the spirit of the original objective which was to enhance the quality of rural life in sparsely populated areas.

INSTRUCTIONAL ALTERNATIVES

With the exploration phase conducted during the second semester of the 1979-80 year, the 1980-81 year continued in the actual application of the system for specific instructional purposes. All of the related activities of departmental meetings. administrative meetings, special activities, continued to be developed in a wide variety of ways. The next ultimate goal was to actually determine the effectiveness of conducting actual coursework utilizing the two-way interactive system.

During the second semester of the 1980-81 year, classes in French, computer science, mathematics, and music theory were being conducted as regularly scheduled credit courses for the students to participate in during their instructional periods. It was especially gratifying to observe the French program being initiated from Galesville and transmitted to Whitehall, Blair and Taylor and having the teacher conduct the course from one site and be interactive with the students from the three other sites. In discussing this program with the teacher, it was disclosed that in her overall preparation, the only adjustment that she recognized was the necessity to do advanced planning for the materials that will be utilized in the classroom on a given day. With students located at alternative sites, it was important that the materials were planned in advance so the students actually had them to utilize when the class was being conducted. It was also reported by the French teacher that in the midterm and the final exams, there were no identifiable level of achievements to be disclosed between students that were directly in her classroom with the students that were located in the three outlying classrooms, some as far as 40 miles away. All of the instructional programs were well accepted by students and teachers and at this time plans for the fall term of 1981 include classes in Spanish, trigonometry, advanced mathematics and data processing.

These examples reflect the alternative opportunities that a rural telecommunication system can provide for small school districts in any sector of our country. Staffing patterns and the availability of specific expertise basically determines the scope of the curriculum available at any school district. With the interactive system students now have the potential of having a teacher from any of the eight school districts as their classroom teacher, and this provides for a wide variety of courses and experiences to be made available to the students in Trempealeau County. At the present time, two of the school districts have Spanish teachers, only one of the school districts has a French teacher. In many instances, in a small school district, the science teacher is a broadfield science major with specific expertise in one or two of the science areas. With the team teaching and/or lead teacher alternatives, specific expertise in any given topic can be utilized with the most competent instructor providing the lead instruction for the students in that particular subject and/or unit area. Alternatives will have to be carefully reviewed in the future as staffing patterns evolve via retirement and/or changes in staff to assure the broadest base of expertise to become available to all of the schools involved.

With this type of delivery system, the curriculum base of any school district can become the curriculum base of the county system. Special program activities, especially for the gifted and talented, learning disability student and/or special interest groups (non-traditional alternative experiences) can also be initiated with small numbers of students involved at a given site in any given program. The project truly develops a county-based system to be a county-based educational system. Program delivery, scheduling, alternative learning modes are issues that still need to be addressed, however, the system has proven to have the capability of providing a communications vehicle by which students, administrators, teachers, and the school board members can cooperatively plan for one of the most dynamic educational opportunities that can possibly be available not only in small rural school districts but in any school district throughout the country.

SOCIAL SERVICES PROGRAMS

With the establishment of a studio with originating and receiving capability at the county courthouse at Whitehall, Wisconsin, the opportunity is provided for a broad range of programs to be initiated as local needs are identified. The county government in cooperation with the County Extension Office provides the resources for establishing the social service component on a county-level basis.

County resource agents, agriculture agents, county health services, senior citizens service and any special interest groups can and will be initiating programs to deliver specific services to the residents of the county. Some examples of activities that have transpired and are just the beginning of the opportunities that may be presented via the system are special information sessions for senior citizens such as insurance, social security benefits, retirement planning, etc. County health services are disseminating locally based information to residents throughout the county. Immunization programs, pre- and postnatal information, and nutrition facts are some of the programs which have been generated. The resource and agricultural agents have presented special programs to rural residents on herbicides and insecticides and a program that was especially well received in the spring of 1981 was a series of presentations on the arts of gardening.

These again are some of the special types of activities that have been initiated and are just a forerunner of the opportunities that will avail themselves for the various service agencies to be able to provide services more effectively to a much broader base of recipients at minimal costs.

SPECIAL ACTIVITIES

In addition to the educational and social service components, the potential of the system directly lends itself to special activities to be initiated and disseminated throughout the county. As specific needs are identified, program planning can lend itself to not only provide the service to one community or a classroom situation, but to immediately disseminate the program activity to a wide variety of users that this system readily adapts itself to on a county-wide basis.

This can be highlighted in some specific instances which were initiated and very successfully conducted. One was the utilization of a chemistry professor to highlight the hazards of smoking to students from grades 5 through 12 at all of the eight schools of the county. This type of presentation enabled a professional member of our society to travel to one site and immediately have access to students in eight high schools located at eight different sites in the county, each in their respective classrooms with their respective teachers to observe a program. The hazards of smoking presentation was actually a demonstration on the various components associated with smoking with a color video transmission of the various tests that were conducted on the significant levels of nicotine, tars and particulates that are involved in the smoking process. An interactive session between the students/teachers and the presenter followed the presentation.

Another example was a special Lincoln's Birthday presentation which was originated from one of the schools and cablecast to all of the history classes in five of the other high schools in the county and concurrently transmitted to the home subscribers of the county-based system. It needs to be kept in mind that for each of the special presentations, the observers in the classroom have the opportunity to be interactive with the presenter with questions and answers being exchanged and video and audio transmission effectively conducted between the presenter and the students involved. The Lincoln presentation, although interactive with the classrooms, however, was just a one way presentation to the home subscribers in the viewing area of Trempealeau County.

The program has also significant potential for establishing ongoing sensory and monitoring systems for various security and fire hazard situations. Currently, one of the schools is utilizing an old black and white camera for a continuous monitoring of their audio visual equipment which is then electronically sensitized with one of the local residents and provides for an immediate awareness of individuals intruding into an area which is normally under a security basis. Fire and security systems for other sections of the county can be established and could provide for a continuous fire and security system for the county residents.

The data processing services are also being investigated as one of the real significant potentials that the system can provide for the residents of the county. A program of disseminating data information can be established with a single based time-sharing system and provide a broadbase level of services to individual business organizations and public agencies with assurance of security and operation systems being totally in the control of the user.

EVALUATION

The evaluation aspects of the project included a variety of activities which approached the project from the community perspective as well as from the schools/education needs and concerns. A cross section of county residents were included in the general and specific surveys that were conducted during the project period. The target groups included:

1. School district administrators including high school and elementary principals
2. High school and elementary teachers
3. School board members
4. Seniors in high school
5. Parents of juniors in high school
6. A random selection of county residents.

The initial general survey conducted utilized the Phi Delta Kappan survey on the role of schools as they apply to the development of characteristics of young adults. The survey was compiled on an individual school basis and on a composite base for the total county. The composite survey identified the county based emphasis, in order of priority, to be the following areas of common concerns:

1. Having skills in reading, writing, speaking and listening
2. Having the desire for learning
3. Having a general education
4. Having a pride in work and a feeling of self-worth
5. Having respect for and getting along with people with whom we work and live.

This general survey was conducted at the beginning of the project, and again at the close of the project, and the composite graphical analysis reflects basically no changes in the results. The overlays of the graphical illustrations of the composite results represent identical patterns. This, we believe, reflects the basic prevailing attitudes of the rural based population, when in four years, with a changed population survey (new students, board members, and parents) the results remained consistent. This overview reenforced the opinion of area school administrators who reflected on the consistent conservative attitude commonly associated with the county residents.

A more specific survey was also conducted with the teaching staff of the eight school districts. This survey stressed the areas of emphasis that the telecommunication could have the greatest impact on as the system became operational. The five general areas of greatest interests and some of the specific concerns experessed were as follows:

I. Teaching Staff Improvement of Instructional Skills
    A. Teaching strategies
    B. Classroom management and accountability
    C. Sharing specialized expertise
    D. Staff inservice and departmental meetings

II. Curriculum Development
    A. Basic Skills
    B. Alternative programs
    C. Use of outside resources
    D. Specialized materials and teaching techniques
    E. Organization of county based departments

III. Student Services Improvement
    A. Guidance and career awareness services
    B. Flexible programming
    C. Use of community resource personnel

IV. Administrative Alternatives
    A. Administrative staff inservice
    B. Problem solving
    C. Sharing expertise of consultants
    D. Long range planning
    E. Analysis of staffing patterns
    F. Assessment of educational improvement progress
    G. Assessment of technological applications and alternatives

V. Support Personnel Skill Improvement

   A. Staff development--bus drivers, custodians, clerical, cooks, etc.
   B. Policy and procedural awareness
   C. Identity and exchange of successful activities
   D. Sharing technical assistance

The project evaluation component also investigated factors that influence the quality of life. With the overall concept of the project being to enhance the quality of rural life, a random survey of the county residents was conducted. The eight general areas priorities according to the survey results included:

1. Employment skills
2. Family living
3. Personal skills and knowledge
4. Moral and ethical behavior
5. Health and safety
6. General citizenship
7. Cultural and leisure activities
8. Interpersonal relationships

In an evaluation of the two-way interactive system, students, teachers and administrators responded to the various activities conducted by the eight schools. In a general summation, the acceptance and effectiveness of the programs was very well received. In practially all cases, the respondents agreed to strongly agree that the materials presented were as effectively achieved as by a direct presentation. The only aspects of the two-way presentation which were questioned were some of the technical systems, such as audio and video quality, camera utilization, and signaling devices which experienced some degree of difficulty. These studies were conducted in the early phases of the two-way transmissions, and a significant level of improvements have been achieved since the original demonstration. This can be especially referenced by the successful classes in French, music theory, computer science and technical writing that were conducted during the second semester of the 1980-81 year.

The evaluation process incorporated needs assessments of the various target groups, school philosophies, specific acceptance of the systems, and the overall effectiveness of the various applications of the county-based system. The information has served as a planning base for short and long range developments and applications of the system. It has provided meaningful data for the school, Co-op and county officials to manage and conduct the system in a rural county. As noted by one of the senior citizens,

> *"The cable system is the swellest thing that has happened to our county."*

reflects the general acceptance of the rural telecommunication system in Trempealeau County.

PROJECTIONS AND RECOMMENDATIONS

The basic assessments and projections of the overall project can be best summarized by restating some of the observations made by the project advisory board members. These statements are quoted as follows:

- Mary Margaret Runkel, District Administrator, Independence Public Schools:

  "The project has made a decided impact on our school locally in a very positive manner. A small school such as ours can now experience advantages enjoyed by the larger schools in many areas of expertise and our students and teachers are now able to profit greatly.

  "There is no doubt that the potential for telecommunication systems in similar rural settings is great. Overall, it is a fantastic educational tool and we look forward to future and better use of this medium in this two-way system to give our students in the rural areas the comparable opportunities afforded their city cousins."

- Marlene Hanson, District Administrator, Whitehall Public Schools:

  "The instructional part of our program was positively affected in many ways due to the project. Primarily these were with the opportunity to bring university personnel into our school to work with our staff and also the opportunities of the LEAs to share, plan and develop the preparation for the use of the cable between schools."

- Paul Pisani, District Administrator, Osseo-Fairchild Public Schools:

  "The Trempealeau County-Kellogg Project has been a truly exciting and unique experience. The project has helped county school districts in expanding curricular offerings and educational experience to the students. It has and will continue to provide county residents with entertainment as well as informational programming. The opportunities which the system can provide are limitless."

- Robert Howard, District Administrator, Gale-Ettrick-Trempealeau Public Schools:

  "The specific activities initiated by the network that has helped us are the programs that have been presented in areas which we have only one or two teachers on the staff, people who have practically no where to go to work with other people of that same discipline. The programs and the work between groups has given the teachers on our staff the opportunity to draw on the background and experience of other members from the network schools."

- Larry Lienau, District Administrator, Taylor Public Schools:

"The Taylor District being one of the smallest in Wisconsin sees the cable as possibly being our curriculum salvation. We are and will be offering courses to our students that they otherwise would not be able to take."

- Bill Urban, District Administrator, Blair Public Schools:

"The use of the telecommunication system has opened a whole new world in education for the creative teacher. It has become an incentive for both instructional staff and student body.

"The addition of the county-wide channel being run by senior citizens will open up many doors of communication and entertainment. Also, the Appalachian Community Network will bring informative and educational courses to the individual homes and will surely be a factor in enhancing the quality of rural life.

"Another important aspect is the fact that through this project we have been able to get four state universities involved with the local communities. This line of open communication is bound to help both the school and the community."

- Ted Baumgarten, District Administrator, Eleva-Strum Public Schools and Dave Hanson, Media Director;

"The Trempealeau County-Kellogg Project has provided a real doorway into the electronic future for a small school district. As we see it, without the expertise and equipment funded through the Kellogg Project, we would have never reached the pivotal point at which we now stand. We now stand prepared to educate our children not only to the fact that the world out there is very technical, but can actually bring experiences to them that are highly technological in nature. All this, and enhance the basic skills too. The project has been a success.

"Other rural systems we are sure would find a project experience similiarly rewarding. The potential for them as for us is almost unlimited. They could only stand to gain from it."

- Denis Kirkman, District Administrator, Arcadia Public Schools:

"The general staff reaction has been positive. There has been a mushrooming of interest in programming, both one-way and two-way programs. Teachers have used the two-way system for communicating with other teachers with regard to course content, structure and teaching strategies."

- Ginny Hangartner, LEA Representative, Whitehall Public Schools:

  "The greatest impact thus far for our district has been in the area of sharing among the teaching staff of the school district. Ideas and resources have been shared and cooperation is becoming a habit.

  "The potential for adopting this type of system in similar rural settings is great. Financing such a project, especially from the standpoint of the school district involvement might present some problems."

- Robert Gamache, LEA Representative, Osseo Public Schools:

  "One of the most positive benefits of the Kellogg Project in Trempealeau has been the tremendous cooperation between the eight schools. Administrators and teachers are willing to work with other districts for the betterment of their students. The communities have much closer ties as a result of this system and I can predict even better relationships as the county courthouse access channel becomes more operational and more people are able to be connected to the system."

  "Trempealeau County was fortunate to have the idea, devoted people willing to give of their time, cooperation among the schools and communities, the ability to obtain a federal loan for the construction of the system and finally the financial support of the Kellogg Foundation to help put it all together. I hope other rural areas can be as fortunate."

- Pat Reynolds, LEA Representative, Independence School District:

  "Becuase I feel one of the greatest handicaps we face as individual school districts is our smallness and relative isolation, the project's greatest potential lies in the area of broadening our course offerings while broadening our involvements with many other people and broadening our horizons generally. In reality, the two-way system should give us the best of two worlds--the pleasures and closeness, the relative security of rural living and expanded identity of the student body, the greater chance to realize talents and potentials, and the wider teacher sharing in individual fields which larger city systems offer."

- Dr. Romoser, UW-River Falls Representative:

> "An important aspect of the Kellogg Project was the development of working relationships with school districts and universities plus cooperation between universities. As responsibilities were identified, the involvement of selected aspects of individual universities was enhanced, there is no better way to develop cooperation than working on a common cause. The universities have changed as a result of this project."

- Dr. Larson, UW-Eau Claire Representative:

> "Schools involved in the project have become more aware of other participating school curriculums. There has been considerable more teacher interaction among the eight schools. The four universities have become much more involved in curriculum development and inservice education among the school in the project.
>
> "Community residents are now able to participate in educational programming previously not available to them. These opportunities will be expanded as new programs are added to the system.
>
> "The telecommunication system can enhance cooperation, curriculum expansion, improved inservice education of teachers and administrators, and help the communities become more aware of what is going on in their schools.
>
> "The workshop conducted for teachers, administrators, and school board members presented a model which could be used in many different areas to improve the quality of life in Trempealeau County."

- John Jenks, University of Wisconsin-LaCrosse Representative:

> "I do have feelings about the project from the total county perspective especially in the delivery of social services. I feel the project has spawned ideas, some of which are working, and these kinds of programs I feel have a great potential."

- Harlyn Misfeldt, UW-Stout Representative:

> "Each local school district will be able to offer programs, courses and experiences that would be impossible to offer without the interactive television system. Each district will reap benefits of consolidation without the accompanying disadvantages of consolidation.

"Any time we can improve education it will improve the quality of life. From my perspective, this is the single most important advantage of the project. The total county will be able to make use of the expertise previously unavailable as well as making use of the available expertise at substantially reduced costs."

- Rod Moen, Manager of Western Wisconsin Communications Cooperative:

  "Educators are now able to integrate instructional television with their respective school's curriculum to assure broad based educational offerings for the rural student."

  "The electronic highway that runs from the classroom to the living room has made the Trempealeau County-Kellogg Project one of an educator's indirect public relations avenues in their respective community. Directly and indirectly, these programs will cement relations between the schools and the community."

  "The establishment of the local originating facility in the county courthouse will provide the county government and the county residents with the means to provide educational informational and public service programs to eleven separate communities and to all school faciliites in the eight school district area."

  "The potential of a rural telecommunication system has now been realized. The overall potential, however, of a rural based telecommunication system will continue to be limited by the imagination of the users. The technical capabilities definitely exist."

- Ray Szymanski, Director of CREI, UW-Stout:

  "In summation, the four year project was an exciting and captivating endeavor as the actual realization of the operational potential of the telecommunciation system was achieved. Schools began to actually utilize the system, residents experienced a new era of television communication, local program origination was initiated at the school district and county courthouse levels, and this dispelled many of the anxieties of a telecommunication system becoming a reality in the rural sector of our country."

  "With the project phase actually completed, it provides for a time to reflect on the overall concepts and also on the original planning that was initiated in 1973. To reflect on these developments, it is especially interesting to note that many of the observations that were made in 1973, and in the overall OTA report to the U.S. Congress submitted in April of 1976, have actually become a reality and reenforced some of the concepts that were originally expressed by Mr. Meistad. Now as we look back, the two-way system is operational and application of the interactive mode between the schools is expanding with each passing day. The county residents in relatively small rural communities and actual rural residents along the trunk line are receiving a wide range of television viewing including satellite program transmissions. And the expansion of the system is continuing as the second phase has been approved and an additional 350 miles of cable and one microwave tower will be constructed to provide service to an additional 2,500 residents living in small unincorporated villages, population concentrations, and for the farm residents in rural Ameria."

"I also feel that the summary of the OTA report is relevant at this time, and with the second phase of the Trempealeau County project well on the way, it reflects the significance of the successes of the project with the federal government's (REA) acceptance of approving the expansion of the system."

"At this time, we can conclude that telecommunication systems in rural America can function. The various potentials referenced are being realized, and with each passing day, new applications are becoming functional. The implications of the system are and can be truly significant, as the potentials of the technological systems seem to be limited only by the imaginations of the users."

"The endeavors and achievements in Trempealeau County are broad based and a forerunner of this technology serving the rural systems in much the same manner as rural electric and telephone systems came into being. Without the personal commitment of many people, which would be impossible to individually recognize at this time and without the support of the W. K. Kellogg Foundation, Inc. grant, the realities of today would not have been realized."

"I believe a final observation of the project activities with its original, conceptual objectives achieved, could best be summarized by the recognition that was afforded the project through the National Federation of Local Cable Programmers. At an annual convention held in Madison, WI in September of 1979, the project was singled-out to receive the George Stoney Humanistic Communications Award which had inscribed on its plaque, "FOR OUTSTANDING ACHIEVEMENT IN BRINGING TWO-WAY CABLE TELEVISION TO SCHOOLS IN RURAL COMMUNITIES." This recognition by a national association does establish the achievements to be meaningful and conducted in the context for which the original concept was drafted."

APPENDIX A

1977 ANNUAL REPORT

TREMPEALEAU COUNTY KELLOGG PROJECT
205 Osseo Road, P.O. Box 326 Independence, Wisconsin 54747
Tel: (715) 985-3004 / 985-3005

FIRST ANNUAL REPORT
OF THE
TREMPEALEAU COUNTY KELLOGG PROJECT

During the first year of the Trempealeau County Kellogg Project, the Western Wisconsin Communications Cooperative (WWCC) was faced with a logjam of Farmers Home Administration (FmHA) regulations. Of primary concern to the WWCC was the requirement of the FmHA to have a continuous and valid right-of-way for their cable distribution system. This requirement was in contrast to the accepted practice of all cable television (CATV) systems in the country.

During the month of December, the project director and the president of the WWCC met with federal officials in Washington, D.C. to resolve this issue. A resolution to the easement requirement was accomplished at that meeting. The FmHA was directed, by the Assistant Secretary of Agriculture (Rural Development) to draft a new regulation which will allow borrowers of FmHA funds to build CATV systems utilizing a joint pole use agreement with power and telephone utilities as a means for cable distribution. It is expected that this new regulation will take approximately thirty working days to enact and the cooperative was informed that they will be able to negotiate a contract with a contractor and start building as soon as this regulation is enacted. It is expected that the FmHA will have this new regulation enacted by early to mid-February. If this is the case, the WWCC expects construction to start in March with an expected completion date, of the total system, by March 1979.

According to the construction schedule as outlined by the WWCC engineer, the central portion of the county will be wired first. This will permit the school districts of Arcadia, Blair, Independence, Taylor and Whitehall to have cable service by the start of the 1978 school year. The remaining three schools will be brought "on the line" between September 1978 and March 1979.

With the delay of the construction of the cable distribution system, a parallel delay has occured in the purchase of the television production equipment for the schools. This was due to the fact that the advisory board felt that project monies, for equipment purchase, should not be expended until there was a certainty of the WWCC having a cable distribution system. Because of the nonavailability of equipment, alternate methods of instructional television (ITV) usage was undertaken during the year. In order to provide some videotaping capability, among these eight rural school districts which are ITV "poor", arrangements were made with the University of Wisconsin - Eau Claire to borrow black and white television port-a-pac equipment for a short-term period. This equipment temprorarily filled. the ITV void and permitted school districts to train students in using portable television camera and recorders and make videotape productions utilizing community and in-school resources. Through the use of this borrowed equipment, hands-on experience was gained by the teaching staff and the student population of the eight school districts.

The four University of Wisconsin campuses involved in the project, have contributed in the review of priorities within each school district relative to staff development and curriculum organization/reorganization. At the forefront has been UW-Stout. In addition to assuming the primary area of responsibility for the technical aspect of the project, UW-Stout has, during the first year of the project, become involved in providing training for teachers within the project area on the potential use of the two-way system. Stout has also collected information relative to appropriate television equipment, in-school distribution systems, and two-way audio/data interconnection hardware systems.

Further, Stout has been the motivating force behind the project Technical Assessment Committee which was formed for the identification of appropriate equipment for purchase with project funds. This committee, meeting monthly, has determined what is needed and desired by each school district to meet ITV equipment requirements. This committee is comprised of a technical person from each of the four universities and the LEA representatives.

All four universities have interacted with local educational agency (LEA) representatives in delineating project direction and needs assessment. This has included an up-dating, refining and finalizing of television and related equipment needs for all eight schools in the project. Through monthly meetings and other contact with LEA representatives, the university representatives have established and coordinated short-term and long-range goals for the overall project.

The majority of the positive results for the first year of the project have been through the LEA representatives. These individuals have conducted in-service and interaction sessions, not only among themselves, but also among the teaching staff within their respective school districts. Examples of this involvement have been adopted and accepted by interested teachers in the videotaping of meaningful concepts for supplementing classroom instruction. Other areas include an English curriculum on the composition component being developed during the past summer with an eye toward skills and concepts which had led themselves to instructional television via a two-way system.

Meetings between the project director and the LEA representatives have been on a weekly basis. Through these meetings, this group has developed plans whereby each school will have a student production crew under teacher supervision. By special arrangement, the students, by actually participating in ITV production, will learn what it means to have control over an opinion-making product. Plus, they will gain insight into the topic being videotaped. Students can thus express themselves, and help other students to learn more about themselves, on a subject area being addressed, within their community and surroundings.

As one example of community involvement, the Trempealeau County Board of Supervisors, and other county employess who envision a television delivery media as one of tremendous impact and value to county residents, have compiled a listing which identifies possible areas for delivery of social services within Trempealeau County via the WWCC cable telecommunications system. Major topic areas, of this listing, included: social services which would include foster care, service to unwed parents, juvenile court service and protective service. It would also include service for adults in counseling and homemaker service, service for the aged and disabled, and counseling service in parenting, marital, family life and living, and demonstration skills of the elderly. Other areas included public health and preventive illness, home health care, and care of the aged. The county board of supervisors also identified television delivery of information from the home economist, resource agent, agricultural agent, youth agent, and veterns service agent, to county residents. Other areas included mental health, civil defense, conservation, leisure activities and other special programs which would be able to be distributed through the cable system.

The Trempealeau County Kellogg Project, together with the WWCC system, has been under close examination by a number of national agencies as it may be the system which will set the pattern for other rural areas for the delivery of educational, social and other informational material via a telecommunication system. The project director has had numerous requests from other rural counties regarding this project and has also received numerous requests from the news media on progress and long-range goals of this overall project. From the onset of the project, the basic premise has been to "enhance the quality of rural life". This has been the overall philosophy which was identified through a needs assessment, as major emphasis in the utilization of this system.

In the educational sector, five areas have been identified for developmental consideration and implementation at this time. As the project progresses, and becomes more involved in telecommunications usage, this list will undoubtedly grow. One area is staff development and would include the application of educational research and the finding of improved methods, practices and techniques in ITV in a rural school district. The uniqueness of the project presents a number of alternatives of staffing patterns or groupings and activities that will be considered. Program activities to include the educational needs of the students and the training of the staff to better meet those needs is of utmost importance in this topic area. Program activities is another topic area. As the cable system develops, basic skills application will be one of the areas critically reviewed and evaluated. Specific program developments and staff awareness of their special needs will be incorporated into program delivery. The third area is student services and involvement. Of especial interest, would be to have the school serve as a catalytic agent in coordinating efforts for effective in-school and home delivery of student produced ITV programs. The fourth area is in administration where management tools are being identified which will foster administrative improvement. The basic premise is not to force change, but to improve the system by drawing from each other and outside resources. The final area is involvement of staff support personnel which will incorporate problem solving techniques, and become aware of new procedures, through in-service offered on the cable system.

In order to provide added exposure, and a resulting community knowledge of the Kellogg Project, the project office co-contracted with the Western Wisconsin Communications Cooperative (WWCC) a demonstration site at the 1977 Wisconsin Farm Progress Days, held near Whitehall on July 19-21.

Utilizing television videotape playback recorders and monitors, together with a videotape port-a-pac camera and recorder from the Western Wisconsin Technical Institute (WWTI), on grounds activities were recorded during the three days and played back on various systems set up within the rented exhibit tent.

To provide exhibit visitors with people knowledge of project goals, project office personnel, WWCC and LEA representatives were on hand to explain how things were being accomplished and planned for the area. A two-way interactive audio and visual demonstration was the highlight of the exhibit. A television monitor was set up in the center of the tent which showed programs ranging from metrics to Wisconsin History to drug abuse. As a viewer watched this program, (a camera was also on the viewer), a teacher, remote from this location (actually behind a partition in the tent, with another camera) would stop the tape and come on the television monitor "live" and ask the viewer specific questions on the tape being played or one some other topic. The viewer could then respond and if the subject matter was not to the viewers liking a dissimilar tape would be played for the viewer. This one "set-up" resolved many questions that numerous individuals had on "how in the world will your system work."

Another television monitor had local network programming (in this case, picked up off the air rather than cable) with descriptive signs that explained how the WWCC cable would provide the home viewer with entertainment television on six of the thirty channels which would be available over the WWCC system.

Other television monitors showed local origination programming, both edit-in-the-camera and studio edited and dubbed tapes. The edit-in-the-camera tapes were updated every few hours as a teacher and cameraperson came in with new material from events taking place on the Farm Progress Days grounds. The studio edit tapes showed tapes from local activities such as the Strum Steam Engine Days and the Independence Days Celebrations.

Additionally, a slide-tape caramate was used to explain the WWCC objectives and the Kellogg Project goals.

Numerous signs were placed in and around the tent to provide information on both projects. Each monitor also had an explanitory description of how each area would intermesh with the overall cable system.

Project brochures were distributed to all visitors, which numbered as high as 40 persons in the tent exhibit at any given time.

The videotapes, produced at Farm Progress Days, have been edited into a 30 minute program. Individuals viewing this tape have been impressed with what can be done with television by drawing upon local resources.

The staffing requirements between the four WCWC institutions and the eight LEA's required the development of specific guidelines for these agencies to utilize. A "purchase of service" agreement was initiated and approved by each participating agency, which specifically outlines the staffing patterns to be utilized and the reporting/encumbrance procedures which will be utilized.

The project management is being continued via the project director's office located at Independence, Wisconsin, and the Center for Research and Educational Improvement located at UW-Stout. All clerical, accounting, management and evaluation details are coordinated by the director of CREI. In this position, continuous awareness of the total project is being maintained and the records reflect an on-target and accurate reporting system. Quarterly reports are generated for programmatic and fiscal accountability, and monthly budget reports are being provided to assure competent project management. Clerical services at the Independence office and the CREI office establishes an effective operational base for continuity of the project goals and objectives.

The original representatives, one from each LEA, have continued to be active and committed to the project. Based on the "purchase of service" concept, each LEA is processing their "time and effort" reports for the districts to be reimbursed for the services rendered.

The original designated WCWC representatives are also maintaining their involvement in the project. UW-La Crosse has appointed Dr. Jenks as an additional representative from their campus to assist with the project.

An appendix of various research documents, relative to this project, is attached to this report. This project is providing an excellent opportunity for teachers, LEA representatives and staff, together with the university representatives, to analize the varying teaching and learning styles that can be assessed at each of these eight rural school districts. It is also providing the opportunity to establish effective classroom teaching styles as well as assessing learning style patterns by age groups, grade levels, disciplines, physical settings, and delivery pattern. The opportunity to investigate these patterns, in a rural life application, is one which may have a tremendous impact on rural educational trends in the future.

Coordination among the four WCWC universities, the eight school districts and the WWCC will continue as the cable distribution system approaches fruition. The project director will work closely with the above agencies to ensure that the objectives of the project are met. The project director's weekly meetings with the LEA representatives and monthly meetings with both the Advisory Board and the WWCC Board of Directors will continue as this provides for an excellent cross-fertilization of ideas.

Projections for specific plans and procedures in implementing a truly interactive, two-way instructional television delivery system will be developed in a systematic manner. This will involve the total Advisory Board/LEA representative team and will involve individuals from all levels within the eight school districts. These sessions will provide for an exchange of ideas, to identify successful activities, to share technical assistance, to demonstrate cost-effective methodology and to have a greater understanding and awareness of common goals.

Equipment will be purchased, based upon the recommendations of the Technical Assessment Committee, as soon as the WWCC signs a contract with a cable television construction firm. The project director, along with the WWCC engineer and members of the WWCC Board of Directors, will be meeting in January with representatives of the companies scheduled to build the system.

In summary, the first year of the project, has seen a unique coordination among the various school districts, universities, and local governmental, public and private agencies to identify areas and priorities in the utilization of instructional television. Additionally, individuals associated with the project have worked closely with classroom teachers and students to develop increased usage of instructional television in the classroom-

APPENDIX B

1978 ANNUAL Report

TREMPEALEAU COUNTY KELLOGG PROJECT
205 Osseo Road, P.O. Box 326 Independence, Wisconsin 54747
Tel: (715) 985-3004 / 985-3005

Annual Summary - 1978

Submitted by

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"Conducted by the West Central Wisconsin Consortium
of the University of Wisconsin System - UW-Eau Claire,
UW-La Crosse, UW-River Falls, UW-Stout, on behalf of
the W.K. Kellogg Foundation."

TREMPEALEAU COUNTY - KELLOGG PROJECT

Annual Summary - 1978 Calendar Year (2nd year of a 4-year project).

The overall assessment of the second year of the project could be concluded as the year that resulted in the project truly becoming a reality. From a series of perspectives, the project activities resulted in the achievement of meaningful strides in the following areas:

(a) Local school district staff direct involvement in "hands-on" experiences and training about the application of the telecommunication system to meet their classroom needs.

(b) Local school administration discussing and developing alternative plans for implementing the telecommunication system. Each local school representative to the project served as a key liaison person between the project activities and the local staff members. Direct feedback to the classroom staff is a continuous critical component that needs to be maintained to assure local awareness of project developments.

(c) WCWC personnel becoming more directly involved in planning and initiating program and staff needs for adopting and adapting curriculum and instructional alternatives to become directly applicable to the local educational means and needs.

(d) WCWC personnel being directly involved in providing technical advisement and planning in selecting equipment items and in coordinating the delivery systems in the school district facilities.

(e) Advisory Board members establishing a general set of objectives with a projected timetable of events to assure a comprehensive, and yet, a realistic implementation schedule for the telecommunication system.

(f) The WWCC finalizing the loan agreements with the FHA after a five-year struggle with legal interpretations of conditions that needed to be resolved to meet the loan requirements. These requirements were finalized in an official loan closing action conducted in Arcadia, Wisconsin on November 15, 1978.

(g) The WWCC entering into a contractual agreement with the American Electronics Laboratories (AEL) to construct the system. Construction began on November 16, 1978, and completion is projected for August 1, 1979, with total implementation to take place with the fall term of the 1979-80 school year.

To truly assess these accomplishments should also require the acknowledgement of the numberless hours of effort that have been devoted by a significant number of individuals associated with this project. In this respect, it would be actually impossible to identify everyone's effort, but the commitments of Rod Moen, the project director; and Sharon Sullivan and Jane Matchey, the project secretaries, need to be specifically mentioned. Achievements require commitments and competence; and without the efforts of the project office staff, the achievements summarized would not have been realized. In this same respect, it is also readily recognized by everyone that has been involved, and especially the people of Trempealeau County, that without the support from the W. K. Kellogg Foundation, Inc., the reality of fruition of the Trempealeau County Telecommunication System would not have come about without their support.

In respect to the specific issues requested to be addressed in the original award letter from the W. K. Kellogg Foundation, Inc., we respectfully submit the following observations:

(1) In respect to the construction of the system, although significantly delayed because of the finalization of the FHA loan requirements, the construction system, as noted earlier, began on November 16, 1978. Although the contract calls for a 365-day completion schedule, we have been assured by the contractor that the system will be operational by the beginning of the fall term of the 1979-80 school year. With weather permitting and additional crews for stringing cable, we are optimistic that a significant majority of the system will be completed by August 1, 1979. The three microwave towers were constructed within a three-week interval and are merely "blinking" their red lights to the county residents as a reassurance that the system is finally becoming a reality and will be functional in the very near future.

Currently, crews are stringing the cable system in the county at an average rate of one mile per day, and the 128 miles of actual cable should be completed as scheduled. The various connections (approximately 2,000 households and the eight school districts) and amplifier installations will be completed as each community scheduled for cable interconnection is finalized for receiving the all important signal which has been talked about for the past five years.

In the overall plan, it must be pointed out that this system, as noted in our original proposal, will actually complete Phase I of the overall projected county-wide system. It will provide services as originally described to the eight school districts and the residents located in the communities and on the "trunk lines" of the cable system who have subscribed as members to the Western Wisconsin Communications Cooperative (WWCC). Phase II and II which were long-term projections become dependent upon additional resources being available for the actual extension of the cable to the small cross-road communities and the individual farm homes in the rural sector of the county. The programmatic developments of the educational, social, health, cultural, and recreational aspects of the systems are basically on schedule with construction phases. We do feel that because of the delay in the loan closing process, the overall project development is approximately nine months behind schedule. However, once the system becomes operational; and with all of the behind the scenes efforts of the school district and University staff, the overall implementation beginning in September of 1979 will generally comply with the schedule that was originally proposed.

(2) The equipment purchased with Foundation funds was delivered to the Trempealeau County schools in June of 1978. Each school received the following "package" of first line equipment to comply with the original request that was submitted to the Foundation:

Model #	Description
CVM-1250	Color Monitor
SLO-320	Videocassette recorder (1/2") - (quantity 2)
SLO-340	Recorder/player
DXC-1610	Color camera - (quantity 2)
KV-5100	Color Monitor
CMA-5	Camera power supply - (quantity 2)
RM-300	Remote control
BP-60	Batteries - (quantity 3)
CCJ-5	Cables - (quantity 2)
AC-340	AC Power Adapter
BP-51	Battery Pack

The determination of what models and extent of equipment to be purchased was made by an intensive investigation conducted by WCWC and LEA staff. Actual demonstrations were conducted by the vendors and samples of their production capabilities were reviewed and evaluated by the Advisory Board members. In the final assessment, the Sony product line was selected and a total of $94,570 of the $96,000 was expended for the purchase of this equipment.

Each school district assumed the responsibility of maintaining security and the operational level of the items. A formal agreement was accepted by each LEA to transfer title of the equipment from UW-Stout to each LEA, and a copy of the agreement was enclosed in the second quarterly report of the 1978 year.

Since the acquisition of the equipment, a variety of activities have been conducted at each school district level. In somewhat of a chronological order, the following events have transpired in varying degrees of commitment at each school district:

- School districts have identified a staff member to coordinate and maintain the equipment and plan "hands-on" training programs for the staff. This varies from a half-time assignment to release from duties on an hourly basis for each week.
- School districts have organized student activities for the students to develop skills as technical assistance for their staff. It has evolved to formal classroom instruction for the students, student A-V clubs, and informal training programs conducted on a one-to-one basis. Some of these training programs have been planned and conducted by WCWC staff and graduate students from the WCWC institutions.
- School districts have planned and scheduled all-day, in-service sessions for the application of the telecommunication system at each grade and discipline level. These have resulted in school district staff actually planning units of instruction and personally utilizing the equipment to supplement their instructional activities for the achievement of a given instructional objective.
- Community personnel have become cooperating members in the instructional process by participating in the video-taping of activities to emphasize an educational experience that is now being included in the classroom instruction program.
- Staff members from the school districts are beginning to share their experiences to reinforce their educational planning and curriculum activities to better meet the needs of their students.

In all of these activities, WCWC staff have been directly and indirectly involved in providing professional and technical assistance to the 470 staff members in the eight LEAs of Trempealeau County. As materials and activities are identified and developed, a clearinghouse concept at the project office is being implemented to assure coordination of efforts and eliminate duplication of efforts in the system. Hopefully, the objective is for all 470+ teachers to become knowledgeable with the capabilities of the equipment and apply it to their own specific needs initially, and eventually, to share their experiences with their colleagues in the system.

(3) The contribution of the WCWC institutions continued to reinforce the "open cooperation concept" that needs to exist between LEAs and teacher training institutions. Staff released time was continued on a "purchase of service" basis with each of the four WCWC institutions having the resources designated for this purpose. Generally, two staff members from each institution have been identified to align the resources of the universities to meet the needs of the local school districts and area communities. Staff support from the universities was especially evident in the following areas:

General:

- Attendance of WCWC representatives at each Advisory Board meeting to plan, identify, and resolve issues dealing with:
  - In-service training programs
  - Needs assessments
  - Alternative administrative considerations
  - Equipment demonstrations and critical analysis of pros and cons of the various units and their applications
  - Establishing goals and objectives in a achieveable and reasonable order
  - Resource allocations especially as it relates to "interest" monies

- Maintain campus awareness of project activities.

- Identify alternative professional assistance available from the respective WCWC campuses.

- Develop "special" presentation to the Advisory Board for professional and technical insights on the potential implications and alternatives of the telecommunication system on the educational, social, cultural, and recreational developments.

Specific:

- UW-Stout and UW-La Crosse provided technical advisement and assessment of the equipment "package" to be provided to each LEA. Involved a minimum of three all-day demonstrations by vendors and the development of a format of effectively assessing the versatility and quality of the equipment being considered.

- UW-Stout developed the equipment transfer agreement, delivered the equipment to Whitehall, and conducted an on-the-spot orientation on general care and maintenance of the units. This involved four staff members and two vehicles (vans) to transport the equipment.

- UW-La Crosse has been significantly involved in planning and conducting training programs for staff and students. Twenty-three students were trained in a one-week intensive workshop and a series of in-service training sessions for 31 of the Galesville staff have been conducted by UW-La Crosse staff.

- UW-La Crosse also conducted similar training programs for 13 students and 6 teachers at Arcadia, and 16 students and 9 teachers at Blair.

- UW-Eau Claire and UW-Stout conducted a two-week curriculum workshop for 53 teachers which included 42 from Whitehall, 2 from Arcadia, 2 from Taylor, 3 from Blair, and 4 from Osseo.

- UW-La Crosse has also assigned their graduate students to be available to the LEAs for assistance as needs become identified. Specifically, a graduate student assisted five of the area schools to develop video-tapes on Family Planning for the Home Economics teachers. The graduate students have also been very active in

LEA Inservice activities especially as it related to the "hands-on" training of staff to utilize the new equipment.

- UW-La Crosse has been meeting monthly with the County Committee on aging to develop alternative methods of informing the elderly of social and medical benefits and programs that are currently available.

- UW-River Falls has been involved with Eleva-Strum and Osseo-Fairchild in planning specific training programs which will be implemented in the forthcoming year.

- UW-La Crosse and UW-Stout conducted a full day workshop on planning alternative classroom experiences and actually developing a video unit to emphasize the total planning and development process and it's application to the telecommunication system.

- UW-Stout continues to collect data and plan alternative assessment instruments to evaluate the impacts of the system as is viewed by students, teachers, administrators, school board members, community representatives and parents. Data collected is stored in the University computer and will be available for comparative analysis as new data will be collected during the forthcoming year.

- UW-Stout has maintained the fiscal responsibilities of the project with expenditures recorded according to the University of Wisconsin financial accounting system. Monthly reports are developed for project staff, quarterly reports for the Advisory Board and the Kellogg Foundation, and an annual report for all parties involved. UW-Stout has also invested the awards as they have been received, and has attempted to maintain a minimal operational budget, so as to achieve maximum interest benefits from the investments. As of October 1, 1978, $21,354.21 of interest monies have been accrued with no expenditures from these resources up to this time. It has been a unanimous consensus of the Advisory Board that the interest funds should be applied to Staff Training once the system becomes operational and specific training needs become identified.

Generally, as the project progresses, the continued development of open communications between the LEA's and the WCWC institutions has to be one of the greater indirect benefits of the project. The WCWC awareness of LEA needs and the LEA awareness of WCWC resources will evolve into a very positive benefit of enhancing the quality of rural life as the project continues. Easy and open communications between universities and the LEA's can only serve as a significant enhancement of the goals to be achieved.

(4) Local support for the project has developed in a variety of formats. As the project developed, an increase in the programmatic

areas has also involved a corresponding increase in local support.

This has evolved primarily through the efforts of the eight school superintendents as they have provided their staff with inservice days and periods of release time inorder to prepare these staff members for the "coming of the cable."

These individuals have become the vanguard of the project within their respective schools as they "spread the word" among their peers on the value of telecommunications in improving the educational offerings within their district. The eight superintendents have consistently devoted their time to the project without reimbursement for their time and expenses. Their attendance at Advisory Board meetings and other local staff activities must average an equivalency of at least 2 days/month as they have consistently recognized the significance of the project.

An example of this commitment was having staff members from one district attend a three day State Educational Association Conference to display, and discuss with conference attendees, the evolvement of instructional television within their school district.

Another example of local support was the payment out of district funds, of teacher stipend's for their attendance at a summer curriculum development workshop. This involved approximately 70 teachers in the workshops.

Teachers have also taken it upon themselves to increase their proficiency in teleproduction techniques by attending evening training programs over a ten-week period which was especially designed for the project schools by the Western Wisconsin Technical Institute (WWTI). These teachers paid for this course and provided their own transportation which indicated their commitment to the project. This training program was especially designed by WWTI for the project schools to achieve maximum benefits for utilizing a telecommunication system.

Local support is most evident in the continued cooperation and commitments made by the Western Wisconsin Communications Cooperative in finalizing the FHA loan and in contracting with the American Electronics Laboratories for the construction of the system. The county residents have now assummed the $1.4 million dollar loan and as the system becomes operational the loan payments will have to be made by the Cooperative.

(5) The Basic elements of the project continue as they were originally proposed. The level of activities has been maintained, however, at this point in time the educational components have been predominantly emphasized. The origination of programs at each district level will require a major effort by everyone concerned to assure a meaningful initiation of the first two-way rural telecommunication system in America.

The social and cultural components, although a definite part of the planning, have been placed on the "back-burner" at this time of the planning and implementing process. Some developments have taken place with the senior citizens in the county and also with the County Health and Social Services, but at this time they are at a very preliminary level of development.

(6) The project continues to draw interest from other rural sectors, as well as from higher educational agencies, urban areas, and local, state, and national governmental agencies. Some of the local agencies which have requested and received information on the project included the Henry County School System in Paris, Tennessee; the Community Educational Action Committee in Lake Andes, South Dakota; the Educational Program Task Force in Fergus Falls, South Dakota; the Southwestern Georgia Regional Library in Bainbridge, Georgia; the Educational Resource Center for Green Ferry County in Creston, Iowa; the Northwestern Minnesota Telecommunications System which covers 13 rural counties in northwest Minnesota which has its central office in Crookston, Minnesota; and the Massachusetts Educational Development Center in Newton, Massachusetts.

Some of the prior educational agencies which have expressed an interest in our project and which have corresponded and received project information include the Newhouse School of Public Communications at Syracuse University, Syracuse, New York; the Ball State University, Muncie, Indiana; the University of Chicago, Chicago, Illinois; Cornell University, Ithaca, New York; and St. Mary's College in Winona, Minnesota.

Regional interest has been expressed from a number of areas including the Indianhead Higher Education Media Council which covers northwest Wisconsin and the Lifelong Learning Task Force from Southwestern State University in Marshall, Minnesota; the Community Telephone Metwork in Bethesda, Maryland, and the Minnesota Cable Communications Board in St. Paul, Minnesota.

National agencies continue to express interest in the goals and accomplishments of the project. Some of the agencies which have contacted the project office on a frequent basis include the Committee on Telecommunications Computer Applications of the National Research Center, the National Cable Telephone Information Center, the National Telecommunications and Information Administration and the National Cable Television Association. The project achieved national prominence in an inter-agency committee report on rural telecommunications. This report, dated 12/15/77 was received during this reporting period and sights the Trempealeau County Telecommunications System along with proposed systems in Lane County in Oregon and Delta County, Colorado, as possible rural telecommunication demonstration projects which would be funded by the Federal Government. The project office is closely following the activities of this Committee to assure that the National Committee members are well aware of the accomplishments that have been attained in the Trempealeau County area and that the project area will be represented in the event a demonstration project is being considered for funding.

APPENDIX C

1979 ANNUAL REPORT

**TREMPEALEAU COUNTY
KELLOGG PROJECT**
205 Osseo Road, P.O. Box 326 Independence, Wisconsin 54747
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Annual Summary - 1979

Submitted by

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"Conducted by the West Central Wisconsin Concortium of the University of Wisconsin System - UW-Eau Claire, UW-LaCrosse, UW-River Falls, UW-Stout, on behalf of the W. K. Kellogg Foundation."

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TREMPEALEAU COUNTY - KELLOGG PROJECT

Annual Summary - 1979 Calendar year (3rd year of a 4-year project).

The third year of the project can be assessed as the year of rural, two-way educational and entertainment television. For on July 26, 1979, the first subscriber on the Western Wisconsin Communications Cooperative's (WWCC) cable television (CATV) system received CATV service. Further, the year marked the first use of the two-way system when the Trempealeau County Kellogg Project Advisory Board conducted their monthly meeting via the cable system. The Advisory Board was divided into two groups with one group at Whitehall and the other at Arcadia. There was some initial hesitation on the part of attendees, which was soon overcome, and this meeting proved that the two-way television system can be used efficiently and effectively as an instructional vehicle.

Other meaningful accomplishments in 1979 included:

(a) The development of a telecommunications calendar which delineated responsibilities to each school district to develop two-way mini-courses between the eight schools. Each district volunteered to develop these courses in three primary and three support roles. The calendar established target groups, dates and courses for each district in three distinct areas (instructional offerings, support staff development and student services). These mini-courses are expected to be offered in the first quarter of 1980.

(b) The WWCC installed its satellite receiving antenna, or Earth Station, which will enable the WWCC to add 24 additional channels of entertainment and educational television to its system.

(c) The project was instrumental in the receipt of a National Telecommunications and Information Administration grant for the construction of a local access/governmental/social service television facility in the Trempealeau County Courthouse. The WWCC has leased a channel to the University of Wisconsin-La Crosse for its exclusive use whereby local interest programs can be offered to the rural residents in the WWCC franchise area.

(d) The WWCC conducted a feasibility study and developed an engineering plan whereby its existing 133 miles of system could be increased an additional 350 miles. This would double the number of subscribers who would be able to receive the educational, social, cultural and educational programs which the system offers. The WWCC has applied for a loan, through the Rural Electrification Administration, to construct this additional portion of the system.

(e) The project was recognized by the National Federation of Local Cable Programmers, at their annual convention, when the project received the George Stoney Humanistic Communications Award....

> "For outstanding achievement in bringing two-way cable television to schools and rural communities"

(f) The WWCC/Trempealeau County Kellogg Project was one of three alternatives which were addressed at the National Public Service Satellite Conference in Washington, D.C. This conference examined alternatives for initiating, expanding and improving public television to Rural America.

(g) Another milestone was reached when the WWCC held its Dedication Banquet on January 25, 1979 at Independence. Speakers included: William Urban, Secretary/Treasurer, WWCC; Larry Dahl, State Director, Farmers Home Administration; Dr. Gary King, Program Director, W. K. Kellogg Foundation; Dr. Robert Swanson, Chancellor, UW-Stout; Gene Lehrmann, Director, State Vocational, Technical, and Adult Education; Rod Johnson, UW-Eau Claire, representing Dr. Barbara Thompson, Superintendent, Department of Public Instruction; Stan Hill, representing Congressman Alvin Baldus; Robert Bailey, Vice President and General Manager, American Electronic Laboratories. A Proclamation from the Governor was presented to the WWCC at this banquet. A copy of this proclamation is included in the Appendices, page B1.

The above accomplishments reflect the dedicated efforts of a number of individuals who are bound together in a common goal. The goal of providing quality educational and entertainment television to the rural area of Trempealeau County. Numerous extramural hours have been devoted by Advisory Board members, LEA Representatives, Project Staff and others who have made Trempealeau County telecommunications system a reality. Their efforts have been truly significant and their total commitment to the project has been most refreshing.

In regard to the six specific areas addressed in the original award letter from the W. K. Kellogg Foundation, Inc., the following observations are submitted:

45

(1) What Progress Has Been Made in the Physical Construction of the System?

The system provides a county-wide signal of the following telecommunication services:

- Three major networks, ABC, NBC, and CBS
- One independent station, from Minneapolis
- Two educational stations - State of Wisconsin and State of Minnesota
- With the installation of the earth station, additional commercial and public service capabilities will be made available to the subscribers of the system.

As of 1/1/80, the construction has progressed to provide services to the following:

- Seven of the eight school districts can now receive the signal for the commercial and educational systems. Gale-Ettrick-Trempealeau, located in the southern portion of the County did not receive the signal as of 1/1/80, but will be connected by 1/31/80. This service provides another "first" as some of the districts were isolated to the extent that they could not receive the state educational networks.

- Four of the eight districts were activated for the two-way interactive system in December of 1979, and again by 1/31/80, all eight districts will have this capability.

- The communities of Blair, Independence, Eleva, Strum, Osseo and Taylor all receive the signal and all rural residents located along the trunk line in the Central and Northern sections of the county. As of 12/31/79, 694 residents of the county have been "hooked-up" to receive the signal from the Rural Telecommunication System serving Trempealeau County.

- The cable distribution system, together with all necessary electronics, towers, antennas, microwave and pole line hardware was completed in 1979. The fine tuning of the electronic distribution devices is being accomplished at a satisfactory rate. The initial contract called for 129 miles of system. However, in order to provide service to additional areas, this was expanded to 133 miles. Additionally, the WWCC has installed an Earth Station which will further expand its program offerings. It is expected that all construction will be completed by late February and the WWCC will become the full owner of this "first-of-a-kind" rural cable television system.

(2) What Capabilities Are Now Possessed by the School Districts as a Result of Equipment Purchased with Foundation Funds?

Each school district now has the capability to interact with one another both visually and verbally through the use of equipment purchased with project funds. This two-way communication will enable administration, teaching and support staff and students to share resources, conduct inservice training and improve and/or increase educational offerings in each school district. Without this equipment, a list of which was addressed in the 1978 annual report, this interconnection of these eight schools could not have been accomplished. The telecommunication calendar which establishes a timetable of events, to bring additional course offerings to students, is but one example of how the equipment is being utilized. Other uses of project equipment have been addressed in each school's quarterly report.

The eight school districts, by identifying the 12 curriculum areas, 8 administrative needs, and 4 student service activities will establish specific application of the project equipment to be utilized on the two-way rural delivery system of telecommunication services. The activities, summarized in the appendices, page A1, will establish the application and versatility of the equipment as it relates to inter- and intra-school instructional, administrative and student functions. The demonstration schedule, to be conducted during the second semester of the 1979-80 school year will be the first attempt to provide secondary education in relatively small rural school districts--via a county-wide telecommunication system, which is cooperatively owned by the residents of the County.

A total of approximately 50 teachers and administrators will be involved in applying their inservice training and "hands-on" experiences with the equipment to the two-way system and to determine the effectiveness of the system and the equipment involved with this project.

(3) What Have Been the Contributions of the Four University of Wisconsin Institutions?

The four universities have provided the overall guidance to the project and have been instrumental in the principle of reinforcement of the cooperative efforts of the eight school districts. Of note has been: the development of a cable television distribution system within each building which matches design of the external system; the development of a committee to identify and resolve potential problems in the implementation of the two-way system; and the development of a social service television delivery vehicle to reach all age groups in the Trempealeau County area. The four universities interrelating to the eight school districts continues to be of paramount importance as this is one of the greater indirect benefits of the project.

More specifically, the university involvement could be summarized as follows:

- UW-La Crosse provided and continues to provide significant leadership for the social service areas. Ongoing developmental meetings with the County Extension Office and the senior citizen groups have established a good basis for program support via the telecommunication system when the Courthouse system becomes operational.

- UW-La Crosse applied for and received an NTIA grant to equip the social service originating base from the Courthouse. The $45,000 grant will provide the necessary equipment to be able to originate and disseminate social service type programming via the county system.

- UW-La Crosse and UW-Eau Claire have provided the leadership in establishing a county-wide committee of Administrators, Principals, and LEA representatives to assess potential problem areas for implementing the two-way system between the 8 LEAs. The committee identified key areas and will continue to function to identify alternatives for resolving the issues confronting the implementation of the system. The campus leadership provides immediate access to campus resources for assistance in the critical areas identified.

- UW-Eau Claire and UW-Stout continued support for the curriculum activities initiated in 1978. Staff support was provided to review and revise curriculum areas at the County LEA levels.
- UW-Stout has initiated staff inservice in the areas of learning and teaching styles. The cognitive processes involved will be presented in a series of staff inservice workshops via the two-way system and will be originated from the Osseo schools.
- UW-Stout provided extensive technical support in the design of the "in-school" cable systems for the distribution and origination of a telecommunications program at each LEA level.
- UW-Stout has initiated developments in resolving the channel selector process between the 8 LEAs to provide an economical and feasible system of schools being able to select the intercommunication channels of the schools involved in the two-way interactive system.
- UW-Stout provided the management and leadership for the fiscal accountability for the year and the development of the telecommunications calendar to establish the demonstration programs on the two-way system.
- UW-Stout conducted a general community/resident survey of current telecommunications services available on a county-wide basis, and the projections of the system services.
- UW-Stout established an evaluation system of the demonstration program that will be conducted in the first and second quarters of the 1980 calendar year.
- UW-River Falls developed a video-tape with the Osseo and Eleva-Strum schools on computer services and applications available to the LEAs from the UW-campus.
- UW-River Falls conducted a series of staff inservice workshops on revising mathematics curriculums at the junior and senior high levels.

The UW-campus representatives actively participate in the monthly Advisory Board meetings and provide specific insights and advisement on the project activities and in planning the project activities.

(4) To What Extent Has Local Support in Trempealeau County Been Forthcoming? In What Forms Has This Support Been Manifested?

Support for the Trempealeau County telecommunications system has been most apparent within the WWCC itself as its membership totals increased 38% in 1979. These members have assumed through cooperative ownership, the $1.4 million dollar loan from the Farmers Home Administration. The school districts have also assumed a greater share of support as they have increased their respective audio-visual/television budgets substantially to provide the service which the two-way cable system offers. Each school district has contracted with the WWCC to completely wire each school building with a cable distribution system. This will enable each district to provide programming, on a two-way basis, from each room so wired. This distribution system is being installed at an average cost of $2,500 per district.

The Western Wisconsin Communications Cooperative (WWCC) has been gradually assuming the management of the Trempealeau County Telecommunication System. In 1977 and 1978, the project director was totally supported from the Kellogg Foundation funds. In 1979, the director and clerical office staff were supported at the 70% level from the Kellogg Foundation funds and 30% of cooperative funds. In 1980, the support levels will be 30% from the Foundation funds and 70% cooperative funds. This gradual assumption of management support by local resources will enable the Cooperative to assume the full 100% of the management requirements in 1981.

The Trempealeau County board members have provided funds to build a television studio within the county courthouse which will provide residents with a wide array of local television programming. The service of these materials has been assured by the action of the Executive Board of the WWCC by establishing a $1.00/year fee for establishing a dedicated channel for the social service programming that will be originating from the county courthouse. This channel will also be used for the Community Bulletin Board which will transmit an ongoing daily schedule of events to all subscribers of the system.

The WWCC has also hired a full-time video access facilitator who worked with teachers, students and community resource people to produce videotapes which could be used within the eight school districts, as well as being cablecast to system subscribers.

Overall, significant support has been assumed locally in the further development and achievement of project goals. Each school district has devoted more staff time to providing released time for staff training on the application of the system. School districts have purchased additional equipment and materials to be compatible with the equipment originally purchased with project funds. The County Extension Office has also become very active by coordinating the construction of the County Studio in the Courthouse in planning program support for the actual implementation of the system.

(5) Have Any Major Elements of the Project Been Changed From the Proposal? If So, What and Why?

The major goals of the project remain unchanged. However, due to the delay in getting the WWCC system constructed, major emphasis was placed upon the educational sector. With the addition of the County Courthouse facility expected to be completed by mid-March, 1980, the social and cultural service components will be brought off the "back-burner" and added emphasis will be placed in these areas. Of special note is the enthusiastic support that has been generated by the county's senior citizens for social and cultural programming. It is anticipated that a great deal of volunteer support will be forthcoming from this group once the County Courthouse facility becomes operational.

(6) What Has Been the Extent of Interest in the Project on the Part of Others Generally, but Particularly, Other Rural Counties?

Interest on the project continues to draw interest from other rural areas as well as from post-secondary educational agencies, urban schools and local, regional and national governmental agencies. Some of the agencies which have requested and received information on the project include the Loess Hills Educational Agency in Central Iowa; the Community Educational Action Council in Lake Andes, South Dakota; the Joint Educational Board of Franklin County, Massachusetts; the Minnesota Vocational-Technical Board; the College of New Rochelle, New York; the University of North Carolina; the Maryland Center for Public Television; Michigan State University; Kutztown College, Pennsylvania; the New York City Board of Education and the Communications Department of Belgium, to name a few.

The project has developed a wide range of interest as reflected by the above agencies.

National governmental agencies continue to express a great deal of interest in the goals and accomplishments of the project and of the WWCC. The efforts of those associated with the project and with the WWCC, helped to remove the "log-jam" of near impossible requirements on the lending of federal monies for building cable telecommunications in rural areas under the Rural Development Act of 1972. The Rural Electrification Administration (REA) now is able to provide low interest loans to not-for-profit cooperatives to build rural cable television systems. In 1979, REA loans were granted to build rural cable systems in Oklahoma and in Kentucky. Both of these systems follow the guidelines adopted by the project in cooperation with the WWCC. This unto itself is a major accomplishment of the project as it opened the door for many rural residents to receive quality educational and entertainment television.

In summation, 1979 was the year of major achievements as the system became operational and the project schools finally were able to fulfill a long awaited goal. It was a year which may well open the doors to rural development as a long awaited dream became a reality as rural residents finally received the same type, number and quality of television programming that is offered residents of urban areas.

As we look forward to our last year of the project and into the 1980s, an article which the Wisconsin State Superintendent of Public Instruction wrote in her December, 1979, Newsletter succinctly states our future.

"In the midst of great competition to influence young minds, we are going to find (in the 1980s) an increasing use of technology in the field of education. Educational television, videotape recorders, computers and audio and visual equipment of kinds yet undreamed of will be used to enhance education.

Technological advance is something that should always be encouraged in education. But, when we are dealing with the minds of individuals, we must remember that the interaction of students, teachers and others is the most essential ingredient in the total process.

The refinement of the educational system in the 80s will bring with it certain growing pains that will likely cause it some distress. However, this is the way of progress. I know that the educators of Wisconsin look forward to this new decade with anticipation and a firm commitment to make education truly effective, efficient and worthwhile."

APPENDIX A

DEMONSTRATION CALENDAR

1979-80 TELECOMMUNICATION CALENDAR

With the 1979-80 school year well on its way, the need exists to establish specific procedures and target dates for the implementation of the telecommunication system. The involvement, cooperation, and commitment of each member of the Advisory Board will be truly tested in the forthcoming year. The leadership and support of each member will be especially required as we venture into the most challenging year of the Trempealeau County - Kellogg Project. To establish some basic approaches for the implementation of the system, we are proposing the following:

What:	Establish a comprehensive calendar of events for the 1979-80 year, that will be conducted during the year with the cooperation of the eight LEAs and the four WCWC institutions. The calendar will provide a total awareness for all LEA staff and WCWC representatives of the planned activities for the implementation of the telecommunication system.
How:	Identify specific areas that will need to be mutually agreed upon for implementation, based on the original "needs assessments," the priorities of the Advisory Board, and the commitment of interested staff from the LEAs and the WCWC institutions.
Where:	All activities will be initiated and "pilot tested" at the LEA level so as to utilize the telecommunication system interconnecting the eight school districts. The WCWC institutions will be required to support the local efforts with staff support, resource identification, and supplementary materials.
Why:	To initiate UNIT/CONCEPT activities in specific administrative and curriculum areas to explore the effectiveness, applications, and potential alternatives that the telecommunication system will provide at the local level. The UNIT/CONCEPT level will be utilized to eliminate long and extensive preparations and/or scheduling requirements and to provide multiple exposures of the system to as many staff and disciplines as possible.

Areas of Concern: The activities that should be identified for establishing the comprehensive telecommunication calendar include the following:

- Advisory Board meeting schedule
- Schedule of LEA inservice programs identified by time and topic
- Identify the administrative areas of concern to be developed for implementation and the actual LEA staff responsible for the development
- Identify the curriculum areas to be developed for exploration and implementation and the actual LEA staff responsible for its development. Potential developments of programs for the gifted and talented should be given a high priority
- Identify the roles of the WCWC representatives as they relate to the specific areas of activities.

Procedures: The Advisory Board needs to identify the administrative and curriculum areas for which specific UNIT/CONCEPT developments will be pursued. The following is a proposed series of events which could encompass the development and implementation process:

- specific area identified
- staff investigate alternative approaches for presenting the unit/concept for the designated area
- staff member(s) explore alternatives with their counterparts at another LEA
- staff member(s) explores the application of the unit/concept at their own LEA level
- staff members explore the application of the unit/concept with their LEA counterpart
- staff members present the unit/concept to all of the LEAs by utilizing the total telecommunication system
- Throughout the process, WCWC representatives will be "on-call" to assist LEA staff in the planning, development, and implementation of the unit/concept. WCWC representatives will provide assistance and information regarding resource materials, alternative delivery system, alternative strategies for implementation, etc., for the respective units/concepts.

The following is an example of a proposed comprehensive calendar format which would encompass all of the areas that will be considered during the 1979-80 academic year:

IV ACTIVITY: Advanced Math

Projected Schedule	Sept.	O	N	D	J	F	M	A	M	June
• Identify a unit with potential as an enrichment program for the Gifted and Talented.		x	x							
• Establish Format for Tele-Communication Presentation			x	x						
• Present Format to Adv. Board			x	x						
• Implement a "pilot" session with the 2 LEA's				x	x	x	x			
• Conduct a "demonstration" for all 8 LEA's							x	x	x	
• Review Issues and Procedures				x	x	x	x	x	x	x
• Evaluation and Feedback						x	x	x	x	x
• Develop Report								x	x	x

Conducted by:

Osseo, Prime Role

Whitehall, Supportive Role

APPENDIX B

GOVERNOR'S PROCLAMATION

The State of Wisconsin

EXECUTIVE DEPARTMENT

A PROCLAMATION

WHEREAS, it is fitting and proper that we especially recognize the Western Wisconsin Communications Cooperative, a unique cable telecommunications sytem and the first cooperatively owned and operated cable system in Wisconsin; and

WHEREAS, the WWCC system was designed to meet the specific needs of rural residents of Trempealeau County and through careful planning and research, a sophisticated system interconnecting nine communities and eight school districts will bring educational, informational and entertainment services into homes and schools; and

WHEREAS, the WWCC is a network that utilizes television to its highest purpose -- as a means of education -- enabling rural educators and students to share material and classes via a two-way sound and picture capability; and

WHEREAS, stressing the primary value of educational service, the WWCC also offers the home viewer six-channel entertainment, with additional emphasis on vital community and informational services; and

WHEREAS, the WWCC as an outstanding example of people and government working together to provide our citizens with the highest standard of service and is a benchmark for rural telecommunications systems in Wisconsin and throughout our nation; and

WHEREAS, we are pleased to especially commend the many dedicated people whose five-year dream is realized at this dedication -- a day saluting a great accomplishment, a day future generations will look upon as an outstanding achievement in tele-communications;

NOW, THEREFORE, I, LEE SHERMAN DREYFUS, Governor of the State of Wisconsin, do hereby proclaim Thursday, January 25, 1979

WWCC DEDICATION DAY

in the S [illegible] Wisconsin and, on behalf of the people of Wisconsin, extend [illegible] ficers and staff of WWCC, and all the people of Trempeale [illegible] ery best wishes for continuing success and a most rewar [illegible]

IN TESTIMONY WHEREOF, I have hereunto set my hand and caused the Great Seal of the State of Wisconsin to be affixed. Done at the Capitol in the City of Madison this twenty-fourth day of January in the year of our Lord one thousand nine hundred seventy-nine.

Lee Sherman Dreyfus

LEE SHERMAN DREYFUS

PAGE 17 [illegible]

WWCC Cable TV Dedicated

A proclamation from Gov. Lee Dreyfus was presented to the Western Wisconsin Communications Cooperative at their dedication dinner last Thursday, at Independence. Shown above are left to right, Rodney Moen, WWCC Co-ordinator; William Urban, Secretary-Treasurer and Gerhardt Nelsestuen, President. The dedication was attended by 400 persons.

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APPENDIX C

NEWS RELEASES:

1-Cable TV Captures People, Events
2-Rural Communication Co-op
3-Years Progress and Plaudits
4-Auxiliary Backs and Plaque
5-Earth Station
6-National Model

Cable TV captures people, events

Many of Trempealeau County's people and events are being captured by the television camera, due to the efforts of the Western Wisconsin Communications Cooperative (WWCC). A cable television crew was in Osseo Mon., Dec. 17 to shoot an educational program.

The show had been requested by a Whitehall High School graphic arts instructor, explains Wade Britzius of WWCC. Action was recorded at the facilities of Wisconsin Publications, Inc. in the city's industrial park. The Osseo plant serves as printing site for eight area weekly newspapers and features a four unit offset press, which will be introduced to the Whitehall students via TV.

Instead of busing the graphic arts students to Osseo, the printing operation can be "toured" by the camera and the subsequent broadcast can be shown over cable, which is being installed in county schools, Britzius noted. Moreover, the presentation can be edited into a finished product, showing exactly the elements that the instructor desires and eliminating unnecessary material. Often, an instructor requesting use of the cable will confer with WWCC crew members prior to sending the TV cameras on location, Britzius said.

Local broadcasts have been produced by the WWCC for about the past year, Britzius indicated. Video tape is utilized rather than film and over 55 of these tapes have been completed, he added. They show county residents at work, events such as parades and celebrations and instructional matter. Eventually, a local origination channel will be included on the cable system and subcribers will be able to view these broadcasts in their homes.

Different approaches are used when recording various types of material, Britzius said. An event such as the past summer's Strum Steam Engine Days parade could be shot on the spot, taking natural sound, and the project was basically complete when the parade ended. An instructional show, on the other hand, requires envisioning the desired production while at the site, then possible adding voiceover, arranging the sequence of scenes and insuring continuity when returning to the WWCC editing lab at Independence.

Britzius doesn't actually conduct interviews with those on camera because he must handle the camera, check on sound and formulate the production. County teachers have been alerted to submit ideas for cable broadcasts, which will compliment the two-way capability of the system in being beamed from school to school. The resident of the Blair-Ettrick area also welcomes other suggestions for cable TV programs.

Taken from The Tri-County News, December 20, 1979.

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Item #2

Rural Communications Co-op

OF THE PEOPLE

By Tom Hoy

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This is the setting for an innovative and revolutionary telecommunications project. In the rolling countryside of rural Wisconsin a unique new cooperative is breaking ground into the communications world of the future.

A consortium of 23 Trempealeau County cooperatives and seven schools has formed the Western Wisconsin Communications Cooperative to bring the full potential of cable communications to this farmhouse and every one of the county's other 9,500 homes. The communications cooperative is the nation's first county-wide, area coverage, viewer-owned cable system. Its goal is to provide access to a 30-channel system interconnecting the schools, hospitals, businesses and homes of the county's 25,000 people.

The five-year communications project will cost $5-million and will be completed in three phases. Phase I will provide a 75-mile loop of coaxial cable service to intertie the county's eight towns and seven schools. A second phase would wire the smaller villages and the final phase would extend cable to all the farms and rural homes.

A communications center built in a centrally located town in the county would house studios and video equipment. But each school would serve as a mini-communications center to originate programming and act as hub for feeding cable coverage to surrounding rural areas. The co-op subscription charge will be $5 per month, with an extra charge for experimental services. The co-op would be a cable system of, by and for the people and through cooperative ownership people would be encouraged to participate in cable decisions and policies.

The new cooperative plans to go far beyond the usual CATV pattern. Most cable systems are little more than community antenna services, importing a few clear channels to subscribers.

Western Wisconsin Communications Co-op plans on delivering the full potential of cable communications to its viewer-members. Proposed programming would include: local cablecasting of area sports, city/county government, co-op meetings, a complete educational network, access to health care on two-way cable, fire and burglar alarm systems, FM radio signals, computer access for businesses and a score of other people-oriented public services.

The new co-op is currently offering for sale preferred equity certificates to its members to raise working capital. Application for a $1-million loan has been made to Farmers Home Administration.

The co-op was born to insure that the potential benefits of cable communications become available to rural people. In a situation parallel to the formation of electric cooperatives in the 1930s, rural people are working together now to bring cable to their homes and farms just as they did with electricity almost 40 years ago.

Western Wisconsin Communica-

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tions Co-op is in a race against time as well as for investment capital. If larger communities decide to grant cable franchises to private companies, the subscribers and economic base needed by the communications co-op would be eliminated. Unless all the towns join the co-op chances for success are slim. Even with all of the county's towns the co-op would serve less than ten subscribers per mile of line. Trempealeau Electric Co-op has 4,636 members, an average of just 3.5 per mile of line.

The cooperative way is the only way to bring cable communications to the rural people of Trempealeau county. No private cable company would risk it and certainly no private company would use the "area coverage" principle to include rural people in future cable expansion.

Current legislation before the Wisconsin State Assembly calls for provisions to allow intercommunity cable districts to organize and float municipal bond issues to raise funds for intercommunity cable systems. Although narrowly defeated in a special legislative session, the bill will be reintroduced in the next regular session. Its chances are considered good.

Western Communications Cooperative is pioneering a new trail for cooperatives in future cable development. In funding, legislation, franchising and staffing the co-op is testing new ways cooperatives and their rural members can be part of the future communications revolution. Its success or failure will in large part determine whether rural people can work among themselves to bring the full potential of cable communications to the countryside. □

Rural Communications Co-op

BY THE PEOPLE

"The more I read about cable TV the more I realized that not one damn word was being said about the needs of rural people," Gordon Meistad, manager of Trempealeau Electric Cooperative remembers.

Since then Meistad has spoken up often and loud enough to become a leading national spokesman for rural cable community development. A recent issue of *Broadcasting Magazine* called Meistad the "motor-man" behind the formation of the Western Wisconsin Communications Cooperative.

"Trempealeau Electric has no desire to own, control or run a cable system, but we will do anything necessary to get cable communications for our rural members," Meistad said. When it became necessary for the rural people of Trempealeau County to get together and form their own communications co-op, Meistad became the first president.

"I'm not interested in cable to get a few commercial channels. If that's all we were working for I wouldn't waste my time," Meistad says, "but we're planning on building a total communications system to serve the future communications needs of every resident of the county. The real goal of the communications co-op is to upgrade the quality of life for our rural members."

Meistad firmly believes that cable communications offers more for rural people than for city dwellers. "It can, if developed to its full potential, revitalize rural life and keep young people in the area with jobs and every social, cultural and economic advantage. It's going to take hard work and we'll have to do the job ourselves but we did it once with electricity. We should be able to do it again with cable." □

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"I'm a dreamer," Bill Urban, superintendent of Trempealeau Valley School Cooperative, says proudly. "I dream of a better education for our rural students. And cable communications with its two-way capacity could be the answer in the delivery of a first-rate education in the future."

The unique co-op school system pools resources among five schools in Trempealeau County to provide a quality education to its rural students. Over-the-air television programming from the Wisconsin state educational network is widely used in instruction today. Urban believes that cable communications with two-way service and multiple-channel choice would open up a whole new world of education for every resident of the county.

He envisions a day when cable communications will take education to the student rather than have the student bussed to education. "Right now, as in most rural school

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districts, .students have to travel long distances by bus to get to chool. Cable could save us money nd the student time and still deliver a superior educational product."

In the future, when the communications co-op reaches every ome and school, Urban sees educational opportunities greatly increased for everyone, young or old, armer or city dweller. no matter hat his interests.

"Cable communications is the nswer to rural education for the enior citizen, the handicapped and he average person just interested n acquiring special training or continuing education. We can offer op instruction on a demand basis ith each student setting the time or instruction through his personal education channel. We would ot be restricted by our own limits n money and staff but through cable we could bring the world to the udent." ☐

"I'm a farmer, not a cable television expert, but I do know that the new communications co-op will benefit rural people," says Gerhard Nilsestuen, president of the Trempealeau County Association of Cooperatives and president of the new communications cooperative, as he leans on the fence at his beef farm.

A lifetime of cooperative involvement has convinced Nilsestuen that the co-op way is best. "Even in a technology as complex as cable, I think cooperatives can do the job best. Co-ops are people and people know their needs best."

Nilsestuen recalls, "I carried a kerosene lantern wondering when electricity would come in. Through a cooperative we got the job done and now I'm convinced that the only way rural people will get cable is to get it ourselves through a co-op."

Nilsestuen feels the time has come for action on rural cable and is concerned that unless rural people move fast they might be left out of cable's benefits. "If the towns get cable we won't have enough people to support a rural communication system. We've got to work with townspeople now to make sure we both get the best from cable communications."

Nilsestuen admits, "We have no hardware, just hopes and dreams but I think we can do the job if we stick together."

Nilsestuen first heard about cable communications from Gordon Meistad. Since then he's become a strong advocate of and an unswerving supporter for a cooperative approach that would allow "the rural people to own and control cable decisions among themselves."

Looking far into the future Nilsestuen predicts: "Co-op cable could be a yardstick for measuring the worth of all future cable services." ☐

Rural Communications Co-op

FOR THE PEOPLE

It is 1980 in rural Wisconsin. A farmer clicks on his television set and dials in a channel showing news and information about dairy farming. A flick of the switch and he tunes in a computer service that responds to his signals and prints out a report on projected milk production.

Earlier his wife voted in an election via the cable TV, ordered a dress from a town department store on a shopping channel and used the TV set's two-way capacity to transmit in a classified ad for a used rocker into a local community billboard program. Upstairs, the children on a second TV set view a science lecture on the special educational channel and then order a film from the library for later showing.

Later the entire family gathers in the living room to watch the local cablecasting of a high school football game, switching during time-

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outs to check what's on commercial network channels. The family has a wide choice of programming from the 30-channel set. For a fee they could watch the latest Hollywood film or attend the ballet from New York. They have access to a library of films, lectures and video replays that can retrieve and transmit programs on order over a special channel.

Sound like a dream?

A science fiction story? Well, it could happen. Cable communications could deliver these services and a score of other public access services *if* cable develops to its full potential and *if* cable communications comes to the countryside. The Western Wisconsin Communications Cooperative has taken a first big step toward making sure it happens for its rural viewer-members.

Today cable television faces a dilemma. Without subscribers it cannot finance the extra public services that make cable worthwhile, but without the extra services it can not attract subscribers. Like the chicken and egg question, cable flounders today a victim of overpromises, the economy and a lack of direction.

Cable is a medium of the future. Today, after 25 years, less than 10% of the public is wired for cable. Almost all cable systems are no more than community antenna services delivering a few clear channels. Very little has been done in local origination or public services programming. Cable television could revolutionize our lives or it could, through a lack of leadership and concern, fail in its bright promise.

Western Wisconsin Communications Cooperative was organized to make sure that rural people have access to future cable development. Now the co-op faces the challenge of bringing this complex technology to the countryside. The new co-op has no hardware, no TV cameras, and not one mile of cable wire has been strung.

The co-op has no expertize or experience in television. But it does know rural needs and sees cable communications as a way to revitalize and enrich rural living.

So the rural people of Trempealeau County got together because they had to and chose the cooperative way to bring the benefits of cable communications to their homes and farms because it is the only way.

It's going to be a long haul down an uncharted road but their goal is set: To work together so that the rural children of today will grow up and live in a vital rural society interconnected with the mainstream of national life through cable communications. □

Item #3

Year's progress and plaudits recapped at WWCC meet

The major accomplishments of the past year and some positive prospects for the near future were related by Manager Rod Moen at the annual meeting of the Western Wisconsin Communications Cooperative (WWCC) held at the Independence High School Thursday evening, Nov. 29.

The annual meet was scheduled with the idea that first-phase cable installation would be completed throughout the county, Moen admitted, but several delays prompted officials to grant the contractor a 30 day extension, until the end of December. Nevertheless, nearly 120 residences have been connected in Strum and work was to begin in Eleva Wednesday of this week, then in Osseo on Wednesday of the following week.

Meantime, several other developments have cast an optimistic shadow on the system's progress. The two-way capability of the cable is now operational, with the Whitehall and Independence schools first to be able to view and talk back and forth via television. Other county schools can now be added at the rate of about one every three to four days, Moen said.

Assurances from Assistant Secretary of Agriculture for Rural Development Alex Mecuri mean the WWCC loan request to improve and expand services is being processed, Moen related. Under a five year program, the loan, if granted, will be utilized to bring cable service into the second phase, which includes such concentration of population sites as Pigeon Falls, Elk Creek, Chimney Rock and the like. A total of $10 million has been appropriated for cable development throughout the nation and the WWCC request has extremely high priority, Mecuri has told Moen. The assistant secretary has viewed a video tape produced by WWCC on local cable potential and shown it to Secretary of Agriculture Bob Bergland, among others, Moen added.

Any new funding will be handled through the Rural Electrification Administration (REA) rather than the Farmers Home Administration which issued the original loan, a prospect Moen found gratifying. Due to its pioneer nature, the WWCC is the only system in the U.S. to not have been entirely funded by REA, an idea promoted by WWCC officials.

A new television studio to be built in the county courthouse and operated by the county extension office will provide a forum for the public's concerns, to be broadcast over cable. Expected to be operational next spring, the studio's construction will be guided by UW-La Crosse, which has responsibility for grant money, and will occupy a cable channel. Another local programming idea being considered involves airing senior citizens' concerns by visiting nutrition sites in the county.

Some fine tuning has been done in regard to the services to be offered by the WWCC's new earth station, now under construction. It provides the possibility of up to 24 channels of programming, relayed to the system by satellite. Four channels will be available to start, including WGN-TV, channel 9, Chicago, an independent and WTBS-TV, channel 17, Atlanta, also an independent. But now, a proposal to offer Home Box Office has been dropped in favor of "The Movie Channel," said to be superior in that it operates 24 hours per day and will eventually have 24 new first-run movies each month. An all-sports channel on a 24 hour basis has also been approved; the latter two services will require a fee above the basic rate. The new earth station must be finished by Feb. 8 of next year and will be available to some subscribers by the middle of December.

The former CENEX building in Independence has been acquired as the new WWCC office and storage building, Moen reported; presently, the cable headquarters is located in the basement of an Independence clinic. Remodeling negotiations have begun and the structure should be able to be occupied in three or four months, Moen thought. Call-in arrangements for cable service problems are available regularly, he reminded the public.

Memberships in the communities already connected to cable are estimated at over 50 per cent of the population, Moen estimated, above the initial 40 per cent said to make the system valid. After more than the six regular channels is offered, he expects the percentage to increase to 65 to 75 per cent of the population.

Bob Gamache of Osseo and Olin Fimreite of Whitehall were reappointed to the WWCC board of directors Thursday night, representing the Osseo-Fairchild and Whitehall School Districts, respectively. WWCC districts follow the same boundaries as the county school districts.

In a report to members distributed at the annual meeting, WWCC membership was placed at 1,665, with 435 already having service and the first connection made on July 26.

During the past year, WWCC was awarded the George Stoney Award in Humanistic Telecommunications by the National Federation of Local Cable Programmers for "outstanding achievement in bringing two-way television to schools and rural communities." WWCC was also presented as an alternative example of improving public television service in rural America at the Public Service Satellite Consortium Conference in Washington, D.C. last spring.

Taken from The Tri-County News, December 6, 1979.

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Auxiliary backs cable TV in facility

Eldora Brechlin, president of the Osseo Area Hospital and Nursing Home Auxiliary, recently presented Bob Gamache, area director for the Western Wisconsin Communications Cooperative (WWCC), with a check for cable TV installations in the local hospital and home. The auxiliary is financially supporting the project, which currently makes six channels of television available to home residents and hospital patients. About 20 TV sets in the facility have connections to the cable system, first of its kind in the nation.

Receives award'

Ray Szymanski presents Rod Moen, of WWCC, with the George Stoney Award exemplifying outstanding contribution toward citizen involvement in cable television. Szymanski, director of reasearch at the University of Wisconsin-Stout, was an innovator in the Kellogg project bringing CATV to the classroom.

The inscription on the award reads: The National Federation of Local Cable Programmers presents the George Stoney Award in Communications for the Trempealeau County Kellogg Cable Project. For outstanding achievement in bringing two-way cable television to schools and rural communities.

The award was given at the Sept. 28 National Conference held in Madison.

Item #5

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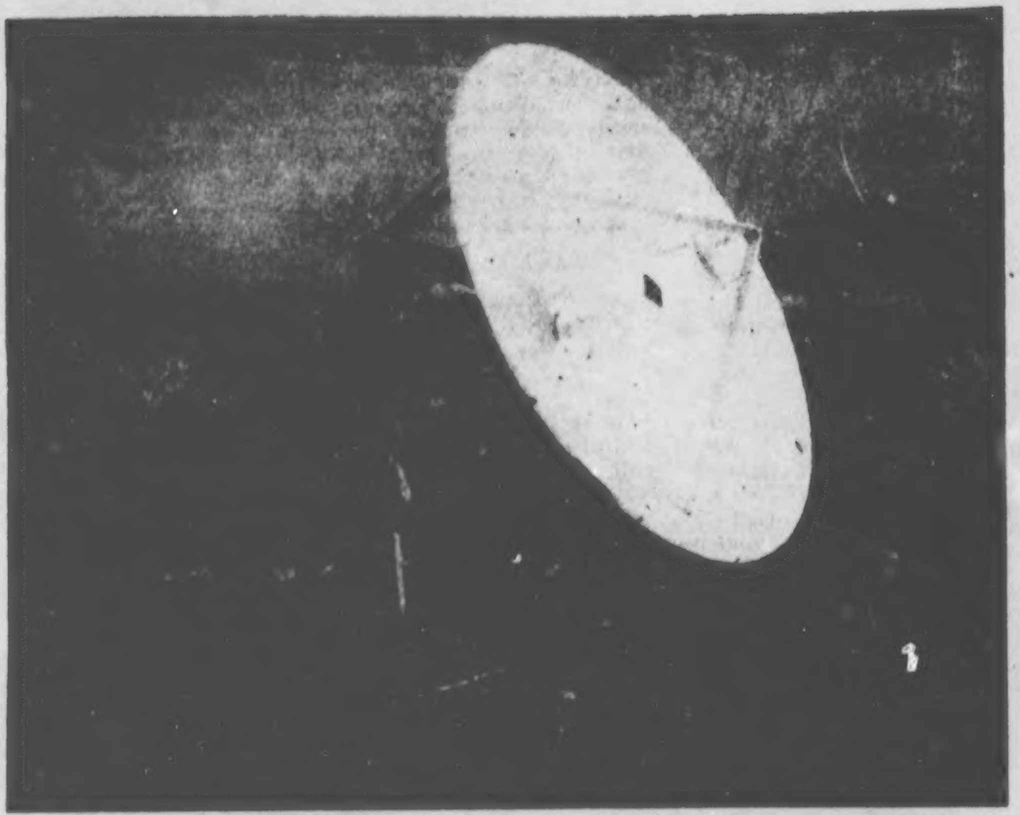

Western Wisconsin Communications Cooperative's ground station will be in operation in about three weeks. Last week the antenna was installed and adjusted to pick up satellite transmissions.

After the ground station is operating, cable patrons will receive three more stations, probably Atlanta, Chicago and Los Angeles.

Taken from Independence News-Wave, January 3, 1980.

WISCONSIN
Newspaper Association
702 Midvale Blvd
Madison, Wis 53705
Clipping Bureau Division
Whitehall Times
[illegible] 1979

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National model to be unveiled

A national model for rural cable television systems will be unveiled in Trempealeau County on Thursday, Jan. 25, at a dedication day banquet for the Western Wisconsin Communication Cooperative (WWCC).

A 7 p.m. social hour, followed by the 8 p.m. banquet will take place at Ss. Peter and Paul Elementary School in Independence. Open to the public, the banquet cost will be $4.50 per person and may be paid at the door.

Rodney Moen, Whitehall, project coordinator, said the cable system is the first community-owned and community-operated rural communications cooperative in the nation. "This system is the first to be funded by the Farmers Home Administration (FmHA) through the Rural Development Act of 1972," he said. "As such," Moen said, "the WWCC system may be a national pioneer for rural telecommunications." The WWCC received a $1.4 million loan from the FmHA and construction is now underway.

Financial assistance for the project also comes from a $150,000 grant from the W.K. Kellogg Foundation of Battle Creek, Mich. This grant is being administered through the West Central Wisconsin Consortium of Wisconsin Universities which consists of UW—Stout, UW—Eau Claire, UW—La Crosse and UW—River Falls. UW—Stout is the fiscal agent for the grant. The four universities are providing professional and technical assistance in the planning of the system.

"The WWCC was created out of the interest of many individuals in the Western Wisconsin area to bring entertainment and educational television into area homes, via the cable," Moen said, "and as such, will carry the three major television networks, plus independent television stations and the Wisconsin and Minnesota educational channels."

A coalition of 23 rural cooperatives, eight school districts and 2,000 individual charter members make up the WWCC.

The goal of the WWCC is to develop a 30-channel television network which will provide entertainment and educational programming to cooperative members.

"The WWCC system is unique in that it will cover a wide area with a two-way audio and video system," Moen said. "The capabilities of the system will provide numerous benefits to county residents. At the top of the list," he said, "will be an extensive education service which will be available to county students."

Moen said broadbase curriculum offerings presently not available to smaller school districts can be made available with the WWCC system as each school will have a channel assigned exclusively for its own use. "These additional courses can be taught from one school and telecast to all other schools in the system and thereby provide all county students and teachers with a two-way picture and sound capability. The two-way educational television capability of the WWCC will continue to provide the typical classroom method of question and answer," he said.

Moen said that this part of the system will save money and give students greater educational options from which to choose.

"In addition, there is a capability of the WWCC system to bring in external educational courses from such places as vocational schools, universities and private educational institutions," Moen said. "These courses could be offered in the schools, as well as in homes. This capability will have a positive effect upon the continuing education of county residents and will offer them many educational opportunities that are not available because of the rural nature of the country," he said.

Major milestones to date include a franchise commitment from each city that will receive the system. Also, the eight county school districts have pledged their support to the WWCC by approving a long-term lease agreement with the cooperative.

Funds from the Kellogg grant have been used to purchase the necessary television equipment needed by the schools so that each will be able to originate local programs on the WWCC cable. The grant has also provided for the involvement of university staff with the local schools in the planning of in-service training and in program application of the system. In addition, the grant will provide home learning educational classes for all age groups over the same cable.

"The WWCC is committed to improving the educational opportunities of students of Trempealeau County and to originate a means whereby all residents can share their talents and activities with others," Moen said. "This, coupled with the entertainment television capability of the system, will enable county residents to enjoy the full spectrum of cable television," he said.

APPENDIX D

1980 ANNUAL REPORT

TREMPEALEAU COUNTY
KELLOGG PROJECT

Annual Summary - 1980

Submitted by

Ray Szymanski, Director

Center for Research & Educational Improvement
University of Wisconsin-Stout
Menomonie, Wisconsin 54751

Rod Moen, Director

Trempealeau County - Kellogg Project
202 Whitehall Road - P.O. Box 326
Independence, Wisconsin 54747

"Conducted by the West Central Wisconsin Concortium of the University of Wisconsin System - UW-Eau Claire, UW-LaCrosse, UW-River Falls, UW-Stout, on behalf of the W. K. Kellogg Foundation."

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TREMPEALEAU COUNTY - KELLOGG PROJECT

Annual Summary - 1980 Calendar Year (4th Year of a 4-Year Project).

The fourth and final year of the project became a year when the originally proposed two-way, broadband, interactive telecommunication system became a reality for the Trempealeau County schools and residents. The development of the project with frequent delays, loan conditions to be resolved (FHA loan), federal and state regulations to be changed (joint-pole use agreements), contracts to be bid and let, and the actual construction and implementation of system stretched and strained the resilience of the individuals involved. WCWC representatives, LEA Superintendents and staff representatives, the Co-op Board of Directors all experienced anxious moments and frequent concerns as to the functional capability of the system and especially the "where is my cable" issue that was frequently questioned by the residents of the County. The issue of the cable became so common after the first two years, that the project director (Rod Moen) started carrying a six-inch piece of cable in his pocket so that when the question was asked he would actually show them the six-inch piece of cable.

The year was truly memorable, as on March 13, 1980, the contractor completed the construction of the system and the overall project was accepted by the WWCC Board of Directors as being completed in accordance with the prescribed specifications. Since that time numerous experiences have completely reinforced the overall concept, as with each passing day new applications are realized for the utilization of the telecommunication system that is now availabe and functional in Trempealeau County.

In a brief summary, the major achievements of the 1980 year can be noted and briefly described as follows:

(a) Second Phase of the Telecommunication System.

The WWCC Board of Directors have applied for and received approval to expand the telecommunications system with the addition of 350 miles of cable to be added to the present system and the construction of an additional microwave tower. This program will be sponsored under a new loan received from the Rural Electrification Administration (REA) and the loan is for a total of $4,168,000. This expansion is in keeping with the original intent of the overall project to construct the system in three phases. The first phase completed the interconnection of the 11 incorporated municipalities and providing broadband communications to the eight school districts serving the residents. The second phase which is now in the process of being planned, with construction to begin in 1981, will expand the system to serve all of the unincorporated villages of the county, as well as other population centers that have been identified. It will also provide services to rural residents that would be living along the 350 miles of hard cable that will be stretched throughout the county area. The loan subscribed by the rural cooperative is on a 35-year basis with a five percent interest factor in their pay-back schedule.

(b) Cable Service to Subscribers.

With the completion of the system in the first quarter of the 1980 year, the cable service to the subscribers has been finalized with the opportunity of each subscriber to receive a broad range of commerical, educational, and special network programming. This system will now provide each subscriber with the major network commerical television programming, two educational systems which include State of Wisconsin and the State of Minnesota systems and two super stations which are available via the satellite system; namely, the WGN station in Chicago and the WTBS station from Atlanta, Georgia. The movie channel and an all-sports network channel from New York is also available for each of the subscribers. This network of broadcast television enables a rural resident in Trempealeau County to receive a broad range of television programming which can readily comparable to any urban resident in the largest communities of our nation. The system will also provide for two locally-controlled channels for future programming. Tentative plans are being established to have one of the channels devoted to community bulletin board activities to create a total awareness of local events that are ongoing in the county, and the other channel will provide for local program origination from the County Courthouse to establish service type functions provided by the county government activities. A complete schedule of the channels, their assignments, and the type of reception that a subscriber can receive on the Trempealeau County Telecommunications System is on page 5.

(c) LEA Program Planning.

During the second semester of the 1979-80 year, the local school districts initiated interactive educational program developments, which was referenced by the project as the demonstration period for the utilization of the telecommunication system. This program resulted in 12 curriculum areas being investigated, 8 administrative areas, and 4 student support activities to initiate actual staff involvement in the utilization of the system. Staff expressed a great deal of interest in initiating demonstration programs in their discipline areas; and this truly was the launching pad for staff to realize how the system could enhance their particular program activities in their teaching assignments.

(d) International Visitors.

During the month of April, a group of 23 educators from Clwyd County in Wales, England, visited the Trempealeau County area to directly view the applications and operations of an interactive two-way telecommunications system. A great deal of interest was expressed by these visitors, as the group was actually subdivided into four groups with each group visiting a different school setting which then enabled them to become interactive on the system from the various sites at which they were located. The Clwyd County visitors indicated that their particular settings in their country is very similiar to Trempealeau County, with small school systems distributed throughout their geographic area, and they quickly related the potential that a system of this type could have in their own setting. This program, again, exemplifies the innovation that the system presents to educators, as it provides an opportunity for immediate feedback between the presenter and the student on any topic that is being discussed at the given time. A great deal of enthusiasm and interest was expressed by the total group; and I am sure there will be further developments in this area as future plans become finalized in providing services in rural, sparsely populated areas throughout the world.

(e) Special Program Opportunities (Hazards of Smoking).

During the month of May, the system demonstrated the potential that it has for bringing in specialists to present programs at one site and to have the capability of having the program distributed to all eight schools. This particular program was originated from Eleva-Strum High School by Dr. Martin Ondrus, a Chemistry Professor at UW-Stout, where he presented a 30-minute demonstration on the hazards of smoking. The significance of this presentation was that it was made available to all eight school districts with the audiences ranging from the fifth grade level to the senior level students. Small and large groups participated in the program at the various school sites and yet it provided an opportunity for students from any site to specifically ask questions of Dr. Ondrus.

It also provided the opportunity for Dr. Ondrus to be able to observe the students and be able to have an interactive communication similar to an on-site presentation of receiving the question and answering the question that was being fielded at the time. It also presents the opportunity for the students at the other sites to observe the student asking the question and to concurrently observe the professor answering the question. It was a very significant and successful presentation and provides just another example of the potential that the system has for the total county to utilize.

(f) Project CIRCUIT - DPI.

During the month of April, the superintendents of the eight schools were informed that they would be receiving additional resources from the federal program under the Elementary/Secondary Education Act to continue curriculum developments on the application of the telecommunication system to enhance instruction in rural schools. The program was funded under the Innovative/Exemplary category of the Title IV and this, again, recognizes the siginificance of the telecommunication system and the potential that it has for coordinating curriculum development activities in relatively small schools in our state.

(g) Appalachian Community Service Network (ACSN).

This network will enable the telecommunication system to bring in, via the satellite, a program that is currently being originated from the University of Kentucky to serve the special needs of basically any age group that is capable of receiving the signal in Trempealeau County. The program capability of the telecommunication system enables this service to be made available at relatively low cost. The actual cost of the systems is projected at 1¢/month/subscriber and enables the home resident and/or the school system to draw in special programs which can be utilized on a credit or non-credit basis. The range of activities is very significant and the program capabilities are especially well done with professionals from throughout the country actually involved in the development of the program and the actual presentation of the instruction via the satellite system. This program presents another dimension of the utilization of a telecommunication system to meet the overall needs of the rural residents.

(h) Educational Applications.

During the first semester of the 1980-81 year, and as the fall term began in September, school districts began to realize the potential that the system presents. Teachers by disciplines, as well as teachers by school systems, began to implement alternative programs for the students to maximize their educational opportunities that become available with this new system. Programs were initiated in

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foreign language, and in math, including computer science. Departmental meetings in English and Social Studies were initiated where staff would have the opportunity to discuss alternative materials and learning activities that could be utilized in their respective classrooms. This has generated significant interest with teachers exchanging responsibilities and utilizing their group efforts in planning activities to enhance the overall instructional process. It has created a new level of involvement, with many of the staff volunteering to conduct special sections during after school hours, as well as assuming additional assignments to their normal teaching responsibilities. The utilization of the system in this capacity will only be limited as we have frequently stated by the interest and imaginations of the users.

(i) Composite Responses and Observations.

During the month of December, a general request was mailed to all of the Trempealeau County - Kellogg Project Advisory Board members, to request their candid input as to how they perceived the overall project. This response did provide some very interesting insights as different individuals perceived the impact of the project and the potential of the project from different perspectives. A composite of these reports is included in this annual summary, as an appendix.

YOUR SET CHANNEL	BROADCAST CHANNEL	TELEVISION STATION	CITY	PROGRAMMING
2	2	KTCA	Minneapolis	Educational
3	None	WARNER	New York	Movie Channel
4	9	WGN	Chicago, IL	Independent
5	None	ESPN	New York	Sports Only
6	17	WTBS	Atlanta, GA	Independent
7	11	WTCN	Minneapolis	NBC
8*	None	Local	Future Programming	
9	19	WXOW	LaCrosse	ABC
10	13	WEAU	Eau Claire	NBC
11	8	WKBT	LaCrosse	CBS
12	31	WHLA	LaCrosse	Educational
13*	None	Local	Future Programming	

* These two channels are being reserved for local program origination of services of local interests. Channel 8 is tentatively being planned as the local Community Bulletin, and Channel 13 will serve the area as the county extension channel for health, social, recreational, cultural, and special interest services eminating from the County Courthouse.

The following items address themselves specifically to the six areas that the W. K. Kellogg Foundation, Inc. requested a specific response to, and they are as follows:

1. What Progress Has Been Made in the Physical Construction of the System?

The construction of the system was officially completed on March 13, 1980. On that date, the Cooperative Board of Directors officially accepted the completion of the contract by the American Electronics Laboratory from Pennsylvania. The completed system includes 133 miles of coaxial cable, three microwave towers, and an earth station located at the head end which is the microwave tower site near Whitehall, Wisconsin. In addition to the county-wide distribution system, the local school districts have individually contracted to include an internal distribution in each of their school facilities which would be directly compatible with the cable system that is interconnecting the various communities. With this type of distribution, each classroom will be able to initiate and receive the signal. As of December 31, 1980, all eight LEAs have two-way interactive telecommunications capability and a total of 1,474 residents have officially subscribed to the telecommunications services. At this time, the Whitehall and Arcadia residents are not included as subscribers because these two communities had private cable systems which have since then been purchased by the Cooperative and this will enable the Cooperative to extend their telecommunication services to approximately an additional 1,100 residents to be included in the overall program. An interesting sidelight to note is that of the subscribers currently receiving the telecommunication signal, 53 are actual farm residents with full-fledged farming activities being conducted. We believe it is also another "first" of having farmers directly connected to a cable television system and especially of the magnitude that the telecommunication system provides at Trempealeau County.

The extent of the services provided to the residents is also a significant phase of the physical construction of the system, as the subscriber to the system is able to receive the following services:

a. Three major networks--the ABC, NBC, and CBS programs

b. Two education stations--from the State of Wisconsin and the State of Minnesota

c. Two super independent stations--from Chicago and Atlanta

d. Two special services via the satellite communication system--the movie channel system from New York, as well as the all-sports network also from New York

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e. In addition, two channels are being left open for local program developments and these are being designated as channel 8 and channel 13 of the vhf frequency. Channel 8 is being designated as the potential Community Bulletin Board which will provide an ongoing information service of activities and events in the local areas, as well as a continuous weather reporting and time system which is provided by a Heath Kit unit that is a part of the character generator, which will soon become operational for the county system. Channel 13 will be primarily devoted to the County Courthouse programming and will provide direct service to the residents of county government services, especially those associated with the social service and natural resources divisions.

The Trempealeau County Courthouse system has also been completed and provides a fully equipped studio in the basement of the Courthouse to be made accessible for county social services to be delivered via the telecommunication system to the total county. This commitment by the County Board of Supervisors enabled a segment of the basement to be converted into a first-class television studio; and with the assistance of UW-La Crosse and a grant from the NTIA, it was completely equipped to have originating capability of program activities directly from the Courthouse to all of the subscribers in the county. The 25% matching requirement for the NTIA project ($15,000) was made available via the Kellogg award interest accruement fund administered by UW-Stout. A significant feature of this Courthouse facility will enable programs to be initiated at the local school district level and be channeled through the Courthouse system to enable the home resident to view the programs originating at any of the school sites. This provides a unique feature of the school district capability of initiating programs of local interests and being able to distribute the signal to the residents who have subscribed to the telecommunication system throughout the county.

Another significant feature of the physical construction of the system was the construction of the earth station, which enables the County Cooperative to subscribe to special program services available via the satellite network. The earth station provides reception capability for the super TV stations from Chicago and Atlanta and the all-sports network and the movie channel from New York. It also provides for selecting specific alternative programs by the Co-op Board of Directors. One of the specific programs that the cooperative will be subscribing to will be the credit and non-credit instructional activities available from the Appalachian Community Service Network (ACSN) originating from the University of Kentucky. These programs which will meet the needs of the total spectrum of residents from the young through the aged will enable special program services to be made available to each of the subscribers involved in the program. Some of the examples of professional programs available are "*Frontiers in Medicine*," "*Increasing Children's Motivation to Read and Write*," "*Speed Learning*," and also "*Literacy in Structured Training*." Another significant component of this service is the wide range of community service programming that is made available for general interest groups from the ACSN. Examples of these programs can be quickly noted as "*Dial Alcohol*," "*American Enterprise*," "*Energy Store*," "*Getting to Know Me*," "*Learning to Live*," "*Man Builds, Man Destroys*," "*Photography--Here's How*," "*Tomorrow's Family*," "*World in Your Kitchen*," etc. This wide range of activity provides programming of interest to any age group and these types of programs will be available to the county residents as a result of the telecommunication system that has been constructed in Trempealeau County.

Additional special service components have also been added to the general system. A ComPuVid character generator was installed to enable the cooperative to transmit community bulletin board signal on an on-going basis over the entire network. This particular character generator was also purchased from resources gained from the investment of the award funds and the interest accruements that have occurred are now being utilized to support this type of program developments. Another item which was purchased from the interest funds was the scanner/signalling device which will enable the school districts to be identified when they wish to participate in a discussion when a program activities is being conducted from a given site. With the system as it currently is, the opportunity does not exist for another school district to request a question and/or a repetition of a given item unless the instructor actually takes time to tune-in the individuals who are currently watching the program. This signaling device which was developed with the assistance of technical personnel at UW-Stout will enable an on-going intercommunication system to be interjected over the audio-visual signal and this will enable an immediate recognition and response of another viewer to be recognized on the system.

2. What Capabilities Are Now Possessed by the School Districts as a Result of Equipment Purchased with Foundation Funds?

With the completion of the construction of the system, the equipment purchased with Foundation funds is truly being put to use to implement local program developments as well as for the utilization of programs as they became available on the air from other schools, educational systems and, in some cases, from commerical networks. Portable cameras, video recorders, and the supportive electronic equipment purchased with the Foundation funds enabled the local school districts to become self-sufficient in receiving and disseminating programs within their school systems and to be able to originate programs at their own local levels for distribution to the other seven schools on the system. Specific examples can be cited of how the equipment has enabled the school districts to expand and enhance their program effectiveness at each school district level, however, I would quickly choose to add that the examples that I will be citing are just indicators of the type of activities that were and are being initiated by the staff. It is important to note, that many of these programs are continuous and on-going and with each passing day, even though some of the programs are being repeated, new activities and new applications are constantly being discovered to truly expand the effectiveness of the system at each local school district level. Without the initial expenditure of resources that was made available by the Foundation, the school districts would be severely limited as to the level of activities that they would have been able to initiate and actually participate in even though the actual construction of the system was completed by the loan from the Farmers Home Administration. It is also important to note in the comments that are included in the appendix of this annual summary from the various active participants on the Advisory Board that without the support from the Kellogg Foundation, many observers truly feel that the program would not have reached the current stage of developments and, most probably, would not have gotten off the ground. It should also be pointed out that in addition to the actual equipment that was purchased with Foundation funds, many of the school districts who have released staff members to be participants in the Advisory Board activities as well as local program developments, were purchased on a release time basis with the resources from the Kellogg Foundation and many of the school districts in turn utilized these funds that they received from release of their staff from their normal teaching duties to supplement the equipment that was originally purchased from the Foundation award.

The following are specific examples of the capabilities that are now possessed by the school districts as a result of the equipment which was purchased with Foundation funds:

a. Demonstration Program: The school districts were able to participate in a variety of demonstration programs which provided an opportunity for staff to experience the utilization of the telecommunication system to recognize the potential that the system can provide to enhance the teaching process. These demonstration programs were a prelude to the activities that are now on-going in the individual school districts. This process primarily generated the initiative that was established in the schools, by giving the teachers an opportunity to utilize the equipment in a very informal, exploratory, unstructured process.

b. Staff Interaction: Small school districts are limited in the actual numbers of departmental/discipline staff to either one to three members which provides for limited opportunity for interaction of staff members from the common disciplines. The use of the equipment that was provided to be utilized with the telecommunication system, enabled staff members from the eight school districts to establish an easy, effective, and frequent mode of interacting on common issue identified from their respective teaching roles. English teachers, social science teachers, math teachers, music teachers, elementary teachers, have established an on-going interactive time via the telecommunication system to be able to explore alternatives in resolving educational problems as well as to plan alternatives in developing learning activities which would become more effective and more stimulating for the students. This opportunity for staff to interact with their colleagues has been a major component for small school districts to enhance their instructional programs.

c. Administrative Interaction: One of the critical and continuing issues is the cooperation that must be established between the administrative staff. The identification of common times continues to be a problem in the school schedules to enable teachers and/or students with common interests to be available at a common time to share the instructional experiences from which they could all benefit. The administrative channels established via the telecommunication system and the use of the Foundation equipment enables administrators to frequently and effectively communicate with each other without extensive travel or the use of telephone lines which are in some cases economically or logistically ineffective to utilize. The telecommunications system presents a two-way immediate interaction which will enhance the cooperative, administrative structures that need to be established to effectively utilize the technology that is available in Trempealeau County.

d. Departmental Meetings: Initiated by UW-Stout in the Social Science area and by UW-Eau Claire in the English and Mathematics area, provided the teachers the vehicle to utilize the system to discuss common issues in specific disciplines. This communication vehicle provides an easy avenue of scheduling a common time, 15 or 30 minutes, for departments at their respective schools to quickly and effectively communicate with their colleagues in other schools to resolve, review, and identify problems and/or issues that are of common interest to the teaching staffs in each of the schools.

e. Existing Instructional Programs: With the beginning of the fall semester, teachers in the various schools in combination of two schools to as many as eight schools, have designed and developed means by which they can improve their existing curriculum materials by the use of the telecommunication system. Team teaching, sharing of experiences, sharing of materials, and the actual lead-teacher developments are occurring on a daily basis which provides an interesting development for the improvement of instruction at all grade levels. The opportunity for staff members to discuss and accept the views and materials of other teachers have provided a library of resources that is not normally available to small school districts staff.

f. New Curriculum: Small school districts are limited in their curriculums that they are able to offer to their students. With the establishment of the telecommunication system and the availability of the equipment to utilize the system, small school districts can now avail themselves to curriculum offerings that are currently being offered in the other schools of Trempealeau County. Some examples of these programs are foreign languages such as Spanish and French, advanced mathematics programs such as trigometry and calculus, science programs on an annual basis especially physics and chemistry, special interest programs such as technical writing, arts and crafts, music theory, communism, anthropology, computer science are just some examples of new curriculums which have been introduced into the system and made possible by the telecommunication system.

g. Community Interaction: The versatility of the equipment that was purchased with the Foundation funds provided a means for the classroom teacher to more effectively and efficiently utilize the community resources for classroom activities. It is a way of bringing the community into the classroom in a very effective and significant way. It also establishes a direct and meaningful interaction of the teachers and the community residents where the schools begin to realize the resources the communities have to offer. The various programs in home economics, business education, industrial and vocational education, architectural drawing, and broad range of issues in science and social issues can be quickly brought to a personal and community focus with the use of the equipment. The equipment enables the staff members and the students to actually bring the community into the classroom and to utilize this significant resource to enhance the overall educational process. It also establishes a common bond of interest for the community to become directly involved in the educational activities conducted in their local schools.

3. What Have Been the Contributions of the Four University of Wisconsin Institutions?

The four WCWC universities continued to provide the overall stability for a project of this magnitude. By continuously monitoring the activities that have been initiated, it provided the opportunity to assist the local school districts whenever called upon to develop alternatives and to provide leadership in resolving the identified issues.

This on-going involvement of four universities with the eight local school districts has been another first of cooperation between secondary and higher education. The opportunities which prevailed resulted in the eight school districts being very open and very free to request assistance from the four universities and concurrently it enabled the four universities to become directly aware of the issues and problems that small school districts encounter in today's society. This interaction of four universities and eight school districts enabled a common base to be established for assessing the educational systems as they exist in our society from the kindergarten level through the post-baccalaurate degree level and the implications involved as the educational process proceeds through the ranks. School districts awareness of university issues and university awareness of school issues provided a common bond to address programs from different perspectives that many educators would not view without this type of involvement. The monthly meetings of the Advisory Board maintained this on-going awareness and provided the opportunity to specifically identify problem issues and look for resolutions of these issues with the resources from both systems. Continued emphasis of the staff in-service needs and the common problems associated in coordinating an eight school district system and the technical component of the telecommunication system presented a variety of issues that enabled the universities to individually and/or collectively address the problems that were identified and provide assistance and some resolutions of these problems for the eight school districts. More specifically, the University involvement could be summarized as follows:

- UW-La Crosse provided significant and extensive assistance in the establishment of the county courthouse program. Many of the original objectives of this project, address themselves to the adult, social service, senior citizen needs, and the cultural and recreational components that would be addressed by the project. The establishment of the county courthouse facility under the guidance and advisement of the UW-La Crosse staff presents a significant achievement of these objectives that were originally proposed to the Foundation. The expertise and the overall support of the UW-La Crosse made this aspect of the project truly successful.

- UW-La Crosse provided leadership in the local senior citizen program with the adjacent counties. Advisement from the UW-La Crosse representative on their Advisory Board enabled the senior citizen's group to coordinate their programs and enable the aging society of the area to provide resources to initiate programs that will later be distributed via the telecommunication system.

- UW-La Crosse in conjunction with UW-Eau Claire provided leadership in the development of administrative alternatives that the school districts could address themselves to as the telecommunications system became operational. Under the direction of representatives from the two universities, additional planning was initiated with the high school principals and other administrative staff to identify the critical issues that will be encountered as the telecommunication system becomes utilized in a greater capacity.

- UW-Eau Claire initiated leadership in the organization of meetings between the English and Math instructors from the eight school districts. This coordination of activities provided the opportunity for the school districts to address common needs as were perceived by the classroom teachers. This leadership is another example of a university representative being able to address some of the concerns and bring forth the resources of the University that may be available for the resolutions of the issues.

- UW-Eau Claire continued in its role of planning and conducting curriculum workshops for the local school districts as common needs became identified. This significant area will continue to be an ongoing problem as the local school districts will need to address as the telecommunication system becomes applied in the various categories at the local school district levels.

- UW-Eau Claire, in conjunction with the Project CIRCUIT director, organized a meeting of high school teachers, high school principals, school board members and superintendents, via the telecommunication network to bring forth a more direct identity of the capabilities of the system and some of the implications that the system will present as on-going activities are planned. This was especially an important meeting as many of the school board members were new to the system from the board members who were involved in the original planning and origination of the project. The actual meeting was conducted via the two-way telecommunication system for an all-afternoon session and eventually culminated with an overview of the project at a dinner meeting which was held at Club Midway in Independence, WI.

- UW-Stout continued in its management and coordination role of the project and was involved in the initiation and origination of all quarterly reports which provided direct feedback to the LEAs and the universities on the current status of the project as it progressed over the years. The fiscal management of the program was also conducted by UW-Stout with the resources coordinated and managed in accordance with the budget allocations.

- UW-Stout initiated the development of the original departmental meetings which involved social science staff from each of the eight schools. Representatives from the LEAs were involved in a brain-storming session which eventually culminated in a major proposal being submitted to the National Endowment for the Humanities program at the federal government level. The proposal was submitted to meet the October 1 deadline with two Stout staff members identified as co-investigators, and with the final review of the proposal expected in March of 1981. This proposal would provide a direct service to the social science department to enhance the curriculum developments and instructional activities in the humanities field.

- UW-Stout provided technical assistance in the developments of the signalling system between the eight LEAs. Two approaches were utilized in the development process and the final resolution was to modify a Regency Scanner which will enable each local school district to scan the signals from the respective school districts as they originate their programs and enable the local school district to actually signal the originating school for possible involvement in the program being conducted.

- UW-Stout staff members were involved in conducting an in-service program for a school district on the issue of cognitive mapping and the program was beamed to other schools to enable interested staff members to participate in this critical area of teaching and learning styles which has been extensively pursued by members of the UW-Stout staff.

- UW-Stout, in conjunction with the project director, initiated the development of a report that was distributed to the co-op members at their annual meeting which was held May 1, 1980. The brochure was subdivided into four categories which included the historical review of the project, the technical assessment of the project, a section on achievements and accomplishments that have been conducted to date, and a final section on projections and implications. This provided an update summary of what has transpired and what is still pending to be developed as the program activities are progressing.

- UW-Stout staff member, Dr. Ondrus, was one of the first resource personnel which presented a topic of common interest to all eight schools. The topic on "Hazards of Smoking" was presented with school districts participating as observers of the program originated from the Eleva-Strum High School. This was a significant demonstration and enabled school districts to share in the expertise of one individual presenting from one site and being able to be interactive with the other seven sites. The use of specialists in this capacity is one of the avenues by which resource personnel and especially university personnel could provide topics of mutual interest to the school districts in Trempealeau County.

- UW-River Falls continued support in the demonstration programs especially in the fields of mathematics. Program staff participation in programs enabled university professors to become involved and have direct contact with the math teachers in the system.

4. To What Extent Has Local Support in Trempealeau County Been Forthcoming? In What Forms Has This Support Been Manifested?

The continued local support for the Trempealeau County-Telecommunication System is primarily generated from two local resources. One of the resources will be the local school districts. In the original conception of the project, when the FHA loan was applied for, a long term agreement with the school districts was one of the provisions that had to be established for the approval of the loan. Originally this was projected as a fifteen year agreement, however, based on loan negotiations the final agreement was reduced to a 12 year commitment. As it was reported earlier, this twelve year commitment by the local school districts required a Wisconsin Statute to be changed so as to enable a school district to enter into a long term agreement for leasing cable television services. Originally, the Wisconsin Statute would limit a school district to only a three year term. The 12 year agreement that local school districts entered into was based on the following conditions: the first two years beginning January 1, 1979, were to be free services to provide the opportunity for experimentation and exploration of the system to local area school needs. The third year of the agreement, the fare was set at $4,500/school district or actually one-half of the established fare of $9,000. For the remaining nine years of the agreements, each school district agreed at their annual meetings to commit themselves to a fee of $9,000/year/school district for the remaining time of their commitment. This in essence will provide the cooperative with $72,000 of annual resources to assure continuation and maintenance of the project.

The other local source of funds which will be significant in the continuation and maintenance of the project is the local home subscribers which will be applying for these services on the telecommunication system. As of December 31, 1980, 1,474 subscribers have been identified and with the addition of the Whitehall and the Arcadia systems, an additional 1,100 subscribers will be connected to the system. These subscribers, at a base monthly fee of $7.50/subscriber, with additional fees for the all-sports network and the home movie channel, will provide assurance to operate the programs as they were basically planned as well as to provide for the repayment of the original loan of $1.4 million from the Farmers Home Administration. The continued expansion of the system via the REA loan for the second phase of the project will provide for an even more stable security for the operation of the cooperative and the telecommunication system.

Other sources of support:

a. County Board of Supervisors: The County Board of Supervisors directly provided a significant shot-in-the-arm for the overall project by allocating $20,000 to remodel a portion of their county courthouse basement to be converted to a television studio for local program origination. This allocation of county funds resulted in a first-class studio to be constructed and to be made available to the county agencies to transmit local program services to the county residents. The county courthouse facility will be under the direction of the county extension office which is continuously involved in establishing and providing services to rural residents.

b. Second Phase of the Telecommunication System: The WWCC Cooperative has applied for and has been given approval for $4,138 million loan from the Rural Electrification Association to construct the next phase of the telecommunication system in Trempealeau County. This construction which is scheduled to commence in the spring of 1981 will add an additional 350 miles of co-axial cable and one microwave tower to more effectively saturate the population centers of the county. The second phase is primarily designed to provide services to the unincorporated villages as well as other population concentration sites throughout the county. With this expansion of cable services, it is anticipated that an additional 2,500 subscribers will be added to the system and provide additional resources.

c. NTIA Grant: With the leadership of UW-La Crosse, who became the fiscal agent and applicant for the NTIA grant from the Department of Commerce, the University received $45,000 of federal funds to equip the county courthouse facility for local program originating capabilities on the telecommunication system. All of this equipment has been received and installed and the county courthouse facility is now functioning and providing social services to the county residents.

d. Project CIRCUIT: The local school districts with the assistance of UW-Stout and UW-Eau Claire have applied for and have been approved to receive a three year grant at $85,000 per year under the Title IV-C of the Elementary/Secondary Education Act. This title is primarily designed to provide assistance to local school districts under the innovative/exemplary program categories and the recognition of the potential of the Trempealeau County Telecommunication System served as a significant factor for the approval of this major grant to the local school districts. The prime function of this grant is to provide continued curriculum development activities which were initiated with the Kellogg project resources. As program activities become identified and staff interests stimulated, curriculum developments will be one of the major resource needs to assure the maximum utilization of the telecommunication system. The project funded for a three year period will provide a meaningful resource for the schools to utilize in establishing effective programming via the telecommunication system.

e. UW-Extension Office/CETA: With the establishment of the UW-Extension Office programs and the coordination of services via the telecommunication system, the extension applied for and received approval to employ a CETA employee to the extent of approximately $15,000/year to coordinate the telecommunication developments on a county-wide basis.

f. Interest Investment Resources from UW-Stout: As the Kellogg awards were received, they were immediately invested with the UW-System Central Administration Office and over the four year period of the project, interest accrued to the extent of $41,475 being made available for direct support of the project activities. With these resources and the advisement of the Advisory Board, these funds were designated for the following purposes:

  i - to provide the matching requirement for the NTIA loan which required a 1/4 match for the federal resources that were received by UW-LaCrosse. This amounted to $15,000.

  ii - Direct support to the UW-Extension at $8500 provided the assurance of the Extension Office being able to initiate programs that would be forthcoming from the county courthouse. Basically, most of these resources are still available as the county courthouse facility first became functional in the late stages of the 1980 year.

  iii - A CompuVid Character Generator and Regency Scanners were also purchased with the interest accrued funds which amounted to an expenditure of approximately $8500 to be directed for these purposes.

  iv - The balance of the interest funds ($9,475) will be used for materials and general supplies as established under the direction of the Advisory Board and these resources will be utilized as needs become identified by the local school districts, UW-Extension Office, and the Board of Directors of the Co-op.

g. Social Service Project: Another resource that was realized by the county and was as a direct result of the telecommunication system becoming functional was a major grant award from the Agency on Aging. This project was awarded by the Federal Department of Health and Human Services, for $355,000 under Title IV-C to the Western Wisconsin District V Area Agency on Aging. This project will develop a comprehensive telecommunications social services delivery system for rural elderly in Western Wisconsin.

5. Have Any Major Elements of the Project Been Changed from the Proposal? If So, What and Why? The major goals of the original project remain unchanged and served as the prime basis for the continued development of the project activities. The original emphasis was the development of the two-way interactive telecommunication system between the eight schools in the county. With the achievement and implementation of that aspect of the project, the emphasis shifted to incorporate the other objectives of the original proposal, and they were to provide special support for the social, cultural, and recreational needs of a rural county. These activities were continued and with the implementation of the county courthouse facility this component of the proposal was also realized. At this time, the project activities have incorporated the major elements of the original proposal and the continuation of their implementation is assured with the commitments that have been entered into with the local school districts and the County Extension Office. It should also be noted at this time that the original premise of establishing a three-phase development to assure an overall county-wide distribution system in the county is also being continued with the second phase receiving approval of a REA loan to construct an additional 350 miles of the cable system in the county. The current level of developments and achievements associated with the major elements of the project and the continued enthusiastic attitude that prevails with the school districts, the County Cooperative Board of Directors and the County Board of Supervisors gives the assurance of the continued development of overall concepts being in especially good hands. With each passing day, as was previously noted, continued expansion of the potential of the system is being realized and the school districts, the county service agencies, and the Co-op Board of Directors are moving forward in truly establishing Trempealeau County and the telecommunication system in achieving the basic premise for which this project was originally perceived and that is to "enhance the quality of rural life". In this aspect, I believe the significance of the project activities with its original, conceptual objectives achieved, could also be summarized by recognition that was afforded the project through the National Federation of Local Cable Programmers. At an annual convention held in Madison, WI in 1979, the project was singled-out to receive the George Stoney Humanistic Communications Award which had inscribed on its plague, "FOR OUTSTANDING ACHIVEMENT IN BRINGING TWO-WAY CABLE TELEVISION TO SCHOOLS IN RURAL COMMUNITIES". This recogniation by a national association does establish the achivements to be meaningful and conducted in the context for which the original proposal was drafted.

6. What Has Been the Extent of Interest in the Project on the Part of Others, Generally, But Particularly Other Rural Communities? Numerous inquiries have been received during the past year from all sectors of society requesting information about the Trempealeau County-Kellogg Project. The project with its activities primarily initiated during the past year, continually gained recognition as the model program for rural telecommunication systems. The mechanisms established for county cooperative

systems to manage and coordinate rural television communication programs has been well-defined and could be easily replicated in other rural counties of the state and nation. Specific contacts have been established with various organizations and groups as well as individuals who have expressed a keen interest in the program activities. One of the main vehicles that we have used for distributing information about the project was the development of a video-tape which summarizes the historical development of the overall project concept, the construction of the system and eventually the implementation of the system in the county. This video-tape has been shared with a significant number of people and has also been shown to interest groups as they visit the Trempealeau County area. The tape is readily available from Rod Moen, the Project Director and duplicates of this tape can easily be made. The procedure for requesting the video tape is to send us a blank tape and with the video-taping equipment that was purchased with the Foundation funds, it is a matter of a brief period of time to conduct a duplication of the original tape for the interested parties to utilize in whatever situation they choose to do so. Specifically, the following are some of the organizations, special interest groups, and/or individuals who have specifically request information and/or have visited the Trempealeau County area to observe the system in operation.

Rural Area Interest Groups

Clark County: A series of meetings were involved with Clark County during the latter part of 1980 to discuss the feasibility of expanding the system from Trempealeau County into Clark County with the same basic concept that has been the origination of the Trempealeau County project. We have experienced some difficulty in continuing this interest due to the fact that a small private cable system has persuaded three of the Clark County communities to issue franchises for just the community developments of cable systems. This presents some problems for convincing the remainder of the county to become involved in establishing a total county-wide system as the need for the population centers to become involved is especially critical. Some conversations have been held with state legislators to establish a precautionary legislation to require local communities to receive clearance for issuing cable system franchises so as to assure that the rural residents will not be left out in the overall planning process.

Marshall, Minnesota: A series of visitations were also conducted with the superintendent, school board members and interested citizens from the Marshall, Minnesota area. Basically, they are working with eight school districts, who have experessed an interest in duplicating the Trempealeau County system in the Marshall area.

McLouth, Kansas: A letter was received from the Kansas organization requesting information about the project. However, no additional follow-up has been received since that original contact.

People United for Rural Education (PURE): Contact continues from Ames, Iowa which is the focal point of a number of individuals establishing a concerned group regarding rural education. Two years ago, we made a presentation at their conference and we were again requested this past year to make the presentation, however, due to other commitments we were unable to attend this last year's conference.

Office of Administration & Coordination, Eau Claire County: Contact was also made with the County Administrators Office of Eau Claire expressing an interest in a county telecommunication developments and information. Materials were shared with that respective office.

Alexandria, MN: A visit by four schools from the Alexandria, MN area was also held during the past year with the same interests expressed as with the Marshall, MN group of the opportunities that a telecommunication system can afford to rural-based schools. The historical type and other related materials were shared with the visitors; however, no further contact has been made since their visitation.

Ottawa, Kansas: Materials have been forwarded to the Director of Vocational Programs. Follow-up will be conducted to provide any additional materials to meet their respective needs.

International Groups

Three major contacts were made during the course of this past year with international groups which included the following:

- Australia: John Schmidt from the Swinbune Institute of Technology at Hawthorne, Australia. The historical tape and related information was forwarded to this gentlemen.
- Belgium: Francoise Lerusse, Direction Department, RTBF Liege, Liege, Belgium. The information and historial tape was also forwarded to this person in Belgium.

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- Clywd County, Wales, England: A group of 23 educators visiting UW-Stout spend one full day in Trempealeau County experiencing the alternatives that a Trempealeau County Telecommunication System can afford to small rural school districts. A great deal of interest was expressed by the visiting group and the material was again shared with the individuals and for further consideration of this potential.

Individual Contacts

- Bruce Jacobs, National Citizens Committee for Broadcasting, Washington, D.C.
- Wm. Rossie, Administrator, Fairfax County Board, Fairfax Co., Washington, D.C.
- Janet Kinney, People United for Rural Education, Alden, Iowa
- Ronald Wampler, Office of Administrative Coordination, Eau Claire County, Eau Claire, Wisconsin
- Mary E. Cole, Executive Director, Rhode Island Association of School Committees, Warwick, Rhode Island
- Gary L. Phillips, Director of Red River Valley Historical Society, Moorhead, Minnesota
- Betty Aldrich-Eisendrath, Milwaukee Committee for Cooperative Cable Communications Systems, Milwaukee, Wisconsin
- John Skavlem, Wisconsin Department of Local Affairs and Development, Madison, Wisconsin
- Ralph C. Dear, Vice President for Corporative Development, Gleaner, Henderson, Kentucky
- Peter Brown, Open Channel Television, Capitola, California

In summation, the 1980 year was the final year of the four year project and was the year of the actual realization of the operational potential of the telecommunication system. Schools began to actually utilize the system, residents experienced a new era of television communication, local program origination was initiated at the school district and county courthouse levels, and this dispelled the anxieties of a telecommunication system becoming a reality in the rural sector of our country.

With the four year project actually completed, it provides for a time to reflect on the overall concepts and also on the original planning that was initiated in 1973. To reflect on these developments, I believe it is appropriate to cite three excerpts from the United States Congress-Office of Technology Assessment (OTA) report which was completed in 1976. The report was titled "The Feasibility and Value of Broadband Communications in Rural Areas." In this report, three observations were made which I believe effectively perceived the role of telecommunications in rural areas.

It is especially interesting to note that some of the observations that were made in 1974, and in the overall report submitted in April of 1976, have actually become a reality and resolved some of the concerns that were expressed by Mr. Mesitad. Now as we look back, the two-way system is operational and application of the interactive mode is expanding with each passing day. The county residents in relatively small rural communities and actual rural residents along the trunk line are receiving a wide range of television viewing including satellite program transmissions. Local originating capability has been initiated at each school site and at the County Courthouse level. And the expansion of the system is continuing as the second phase has been approved and an additional 350 miles of cable and one microwave tower will be constructed to provide service to an additional 2,500 residents living in small unincorporated villages, population concentrations, and for the farmers in rural America.

The first excerpt was from an article written by Steven Rinkin, in Rural Electrification Magazine (May 1974, p. 13).

> "Rural cooperatives have special practical qualifications for entering the field of broadband communications that go far beyond a perception of historical nuances. First there are the vital intangible ingredients to success of motivation--the commitment born of past struggles to put technology to work for their members--and the principles of area coverage that makes special sense when success of a high-capacity communication system is so dependent on opening access to all members of community. Moreover, there also may be available facilities (i.e., utility poles, whose cost is normally a siginificant factor in stringing cable), services (such as billing and accounting) and organizational mechanisms (such as an existing cooperative itself)."

The second excerpt is from an article submitted by Gordon Meistad also in the Rural Electrification Magazine (May 1974, p. 16).

> "'I'm not interested in cable to get a few commercial channels. If that's all we were working for I wouldn't waste my time,' Meistad says, 'but we're planning on building a total communications system to serve the future communications needs of every resident of the county. The real goal of the communications co-op is to upgrade the quality of life for our rural members.'"

> "Meistad firmly believes that cable communications offers more for rural people than for city dwellers. 'It can, if developed to its full potential, revitalize rural life and keep young people in the area with jobs and every social, cultural and economic advantage. It's going to take hard work and we'll have to do the job ourselves but we did it once with electricity. We should be able to do it again with cable.'"

And finally, I also feel that the summary of the OTA report is relevant at this time, and with the second phase of the Trempealeau County project well on the way, it reflects the significance of the successes of the project and the federal government's acceptance for sponsoring the expansion of the system.

"To summarize, the Trempealeau County project is a unique effort. It is an attempt to provide broadband telecommunications services by following the tradition of providing electricity and telephone service to rural areas through the use of cooperatives. The success or failure of the project will have significant implications for similar endeavors by other rural communities. It should be noted that other projects of this type are not likely to come to fruition under current conditions because of constraints on funds and the lack of a federal program supporting demonstrations with objectives similar to those guiding the Trempealeau project."

At this time, we can conclude that telecommunication systems in Rural America can function. The full potential referenced is being realized, as with each passing day new applications are becoming functional. The implications of the system are significant, as the potentials of the technology seem to be only limited by the imaginations of the users.

The endeavors and achievements in Trempealeau County are broad based and a forerunner of this technology serving the rural systems in much the same manner as rural electric and telephone systems came into being. Without the personnel commitment of many people, which would be impossible to totally recognize and the support of the W. K. Kellogg Foundation, Inc., the realities of today would not have been realized.

APPENDIX A

REACTIONS TO THE OVERALL TREMPEALEAU COUNTY - KELLOGG PROJECT

by

LEA Superintendents

January 15, 1981

DONALD WOYCHIK
President
RICHARD BOLAND
Vice President
ANGELINE SYLLA
Clerk
ERNEST HALAMA
Treasurer
WALLACE JELEN
Member

School District of Independence
INDEPENDENCE, WISCONSIN 54747
Phone 715-985-3172

MARY MARGARET RUNKEL
School Administrator
WILLIAM JESKE
High School Principal
JOHN LUCENTE
Psychologist & Counselor
KATHERINE KASPER
Elementary Principal

January 16, 1981

JAN 19 1981
SZYMANSKI

Trempealeau County Kellogg Project
Subject: Reactions to the Overall Trempealeau County Kellogg Project

To: Ray Szymanski

From: Mary Margaret Runkel, District Administrator

Since I am relatively new to the project as an administrator I am at a disadvantage to review the overall Trempealeau County Kellogg Project. Locally the teachers have become a great deal more positive to the project and appear no longer to view it as a threat to their livelihood but rather as an opportunity to enhance and enrich their classes. Being able to actually communicate with neighboring schools via two-way television has opened up vast areas of potential to them. It has made a decided impact on our school locally in a very positive manner. The small school such as ours can now experience advantages enjoyed by the larger schools in many areas of expertise and our students and teachers are now able to profit greatly.

Naturally since our eight schools are the innovators of this new educational tool certainly an amount of trial and error has occurred, but the dedication of everyone concerned in the Kellogg Project has indeed brought to all of us much success.

There is no doubt that the potential for telecommunication system in similar rural settings is great. The primary goal of this system is to enhance the quality of life in a rural setting. This it can do in many ways, limited only by the imagination of the people involved. In a small rural community such as ours, I would like to see special emphasis placed on the humanities - particularly in the area of art and music.

The mechanical problems experienced in establishing the Trempealeau County telecommunication system had of course a deterring effect on the progress and this led to teacher insecurity and loss of some of the optimism earlier exhibited.

Overall it is a fantastic educational tool, and we look forward to future and better use of this medium in this two-way system to give our students in the rural areas the comparable opportunities afforded their city cousins.

Mary Margaret Runkel

TO: RAY SZYMANKSI

FR: MARLENE HANSON

RE: REACTIONS TO THE OVERALL TREMPEALEAU COUNTY-KELLOGG PROJECT

1. The project had an impact in many areas or our district. Perhaps an impact that is actually immeasurable. Our district gained much from the technological aspect as far as the equipment provided through Kellogg to make possible the use of the Cable. The instructional part of our program was positively affected in many ways due to the project, such as the following:
   - a.) The sharing of costs to provide classes with University leadership to develop curriculums for specific disciplines.
   - b.) The opportunity to bring university personnel into our school to work with our staff on face to face basis.
   - c.) The opportunity of the LEA's to share, plan, and develop the preparation for use of the Cable between schools.

2. It has had an impact on the County by:
   - a.) Bringing County schools closer together and making it possible to share ideas and programs between staff.
   - b.) It is somewhat difficult to give input in some areas due to Whitehall and surrounding rural areas not being on the Cable.

3. I would think this possible, but again the finances needed to establish the system, as we all know would be difficult to come by. Technically it would be easier because of having a system to pattern by.

4. Support could be provided for custodial and maintenance people by inservice sessions, also aide inservice in the shcools. Health and nutrition information for the elderly and all citizens of the county.

5. One difficult area I felt was the lack of communication between all levels in the educational hierarchy. More involvement of staff at a grass roots level would have helped.

6. The court house studio making possible programs for the elderly, nitrition programs, cultural programs, market and weather reports for agricultural business.

   Educational student programs being brought into the homes would be of a great advantage to link that gap of communication which so often exists, even in the area of management of the schools, for example.

JAN 13 1981

OSSEO-FAIRCHILD SCHOOL DISTRICT
Osseo, Wisconsin

OFFICE MEMO:
TO: Ray Szymenski
FROM: Paul M. Pisani
DATE: January 12, 1981

SUBJECT: Reactions to the Overall Trempealeau County Kellogg Project

The Trempealeau County Kellogg Project has been a truly exciting and unique experience. It has served as a pilot project to bring broad band communications into a rural setting. The Kellogg Project has helped the county school districts in expanding curricular offerings and educational experience to its students. It has and will continue to provide county residents with entertainment as well as informational programming.

The system exhibits a great deal of potential for similar rural communities. In fact, we have received inquiries from several counties who are investigating the possibility of a similar system in their county. The opportunities which the system can provide are limitless. For example, in addition to the local school districts teaching students via the cable system, local fire departments, health care facilities, local units of government and law enforcement agencies can all utilize the capabilities of the system to both inservice as well as expand services to its residents.

There were a number of major problems which we encountered with the project such as - getting new state laws passed, financing, contracting with other utilities, equipment development and inservicing staff.

This system should allow us to enhance rural life by bringing in programming to the homes as well as the school districts, which previously was impossible. For example, cultural activities, advanced educational opportunities, both at the secondary level for students and at the graduate level for teachers as well as self improvement activities for residents of the county, are now a reality.

This project is far from completed. In fact we are just beginning to realize its potentials. We will continue to use the system for teaching students in the county with such course offerings as computer science, music appreciation, advanced math and science courses, to mention only a few of its potentials.

GALE-ETTRICK-TREMPEALEAU SCHOOL DISTRICT
GALESVILLE, WISCONSIN 54630

SUPERINTENDENT
ROBERT J. HOWARD

January 9, 1981

KAYE HENDERSON, PRESIDENT
FRANK DOUGLAS, CLERK
RICK NEMITZ, TREASURER
KENNETH LERUM, VICE-PRES.
BENNETT EVENSON
JAMES CANTLON
LORETTA RYAN
BONNIE KELLEHER
JACQUELINE MARTIN

Mr. Ray Szymanski
Tremp. County Kellogg Project
Stout State University
Menomonie, WI 54751

Dear Ray:

Enclosed are my reactions to the Trempealeau County Kellogg Project as you requested.

1. The greatest impact of the project on our school district is the opening up of an entire new mode of instruction to our school. Previous to this we had used television only as we were able to tape programs off the air and use them whenever it was permissible We, in addition,used the programs from Channel 31.

   Our teachers are now quite excited about the prospect of using the cable set-up for various means of instruction both within the district and within the network. To those teachers with some vision and creativity, the possibilities appear to be limitless.

2. At the present time, the experience of a total county perspective is somewhat limited. The number of programs already presented between schools is limited in number, but fairly good in quality. While they may not entirely serve the purposes of all classroom teachers, those people with vision can see the possibilities of the interconnected system. As we gain experience through use, I am sure that there will be additional ideas that come forward.

3. The best opinion that I can give about this is that it seems to work well here, why couldn't it work in similar rural situations. It doesn't appear that we have done anything in Trempealeau County that could not be duplicated in many other rural areas. It definitely has possibilities for expanded services to rural populations.

4. The specific areas that I see as being helped tremendously by the programs are the special programs that are put on other than a daily basis. We have the opportunities to bring in speakers with

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exceptional backgrounds or expertise to broadcast from anywhere in the network to all of those on the network that are interested. We also have the opportunity to conduct in-service programs for small segments of the staff where each school has only one or two people employed. I am thinking of areas of special education where a district may employ only one person of a particular specialty. Another specific area of instruction would be where one school has an instructor of a certain discipline and other schools do not. In our case, we offer correspondence courses from the university where we do not have a teacher of that discipline on that staff. It would be a real help to our students to be able to contact the teacher of a special foreign language at Blair, for instance, for some assistance in completing the course.

5. The major problems as I recall them in my opinion were two areas. First of all the long time that it took for the actual completion of the physical facilities. This was due, no doubt, to the tangle of red tape in processing the application. Others who were more involved in this than I would be able to comment on that problem. The other major problem as I see it is that of getting a staff ready to do what needs to be done to bring this particular medium up to its optimum use. The Kellogg Foundation was a lifesaver in providing the wherewithal for training the staff and supplying the needed materials to put this system to work.

6. The specific activities initiated by the network that have helped us are the programs that have been presented in areas where we have only one or two teachers on the staff, people who have practically nowhere to go to work with other people of that same discipline. In our case, we have only a couple of teachers in the Social Studies area and they would have a difficult time talking to other people in that field without the cable network or getting together with supervisors from the Department of Public Instruction or the University System. The University System is further away than the cable network and of course the Department of Public Instruction is in Madison, a considerable distance away. The programs and the work between groups has given the teachers on our staff the opportunity to draw on the background and experience of other members from the network schools. In addition, the special programs and special speakers that we have been able to engage in the network system have been very, very helpful to us.

Very sincerely yours,

Robert J. Howard
District Superintendent
RH/lh

TO: Ray Szymanski

FROM: Larry Lienau, Superintendent - Taylor

RE: Reactions to the Overall Trempealeau County-Kellogg Project

DATE: January 6, 1981

Taylor District, being one of the smallest in Wisconsin, sees the cable as possibly being our curriculum salvation. We are, and will be, offering courses to our students that they otherwise would not be able to take.

From a total county perspective, Taylor is, I believe the only school in Jackson County. The rest are in Trempealeau. I can see it having a great impact as far as county services are concerned.

I feel a telecommunication system in similar rural settings would have great potential.

In cases where certain support services aren't readily available, it is, and would certainly be advantageous to contact this personnel via cable and obtain immediate assistance.

At Taylor, this being my first year in the project, I have not encountered any problems in establishing the Trempealeau County telecommunication system.

TO: Ray Szymanski

FROM: Bill Urban, Superintendent - Blair

DATE: January 5, 1981

RE: Reactions to the Overall Trempealeau County-Kellogg Project

The use of the telecommunications system has opened a whole new world in education for the creative teacher. It has become an incentive for both instructional staff and student body. The school board has taken an active interest in what the potential is for this medium. Other school districts realize that programs, staff and ideas can be shared. The indirect spinoff from the two-way interactive communication has provided dividends that were never dreamed of.

We feel the potentials for a system similiar to this are excellent. However, you need administrators who are "dreamers", who are willing to sacrifice their time, and most important of all, to find outside funding.

Some areas where the telecommunication system could be helpful are as follows:

1. Holding administrator meetings over the cable, reduction in time lost in travel and savings in energy.

2. Gifted and talented programs: Students in individual schools can work on a project independently and then pool their efforts as a team and come up with an end result. Example: a project in physics.

3. Inservice programs for staff: Schools can pool their resources and bring experts in specific curriculum areas. The expert can go to an individual school and present his or her program and the other seven schools can participate. Staff does not have to travel resulting in savings in time and travel.

The major problem encountered was that we were the first so we had to break new ground. The largest problems encountered as a board member was raising our share of the cost needed to obtain the loan from FmHA. Another obstacle was the obtaining of joint pole rental agreements with the local utilities that were acceptable by FmHA.

Specific activities that have resulted from the system include:

1. It has brought entertainment to the rural areas that was not available before. Wtih the addition of the movie and sports channel it has opened up another dimension of entertainment. With the energy crisis upon us this has helped many households with their budgets.

2. The addition of the county-wide channel being run by senior citizens will open up many doors of communication and entertainment. The addition of the Appalachian Community Service Network bringing informative and educational coursework to the individual homes is sure to be a factor in enhancing the quality of rural life. With the use of the character generator, messages

of local importance can be flashed across the TV screen that will enhance local programming.

3. The most important aspect is the fact that through this project we have been able to get the four State universities involved with the local communities. This line of open communication is bound to help both the school and the community.

4. A) Holding administrator meetings over the cable, reduction in time lost in travel and savings in energy.

   B) Gifted and talented programs: Students in individual schools can work on a project independently and then pool their efforts as a team and come up with an end result. Example: a project in physics.

   C) Inservice programs for staff: Schools can pool their resources and bring experts in specific curriclum areas. The expert can go to an individual school and present his or her program and the other 7 schools can participate. Staff does not have to travel savings in time and travel.

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   The addition of the county-wide channel being run by senior citizens will open up many doors of communication and entertainment. The addition of the Appalachian Community Service Network bringing informative and educational coursework to the individual homes is sure to be a factor in enhancing the quality of rural life. With the use of the character generator messages of local importance can be flashed across the T.V. screen that will enhance local programming.

   The most important aspect is the fact that through this project we have been able to get the four State universities involved with the local communities. This line of open communication is bound to help both the school and the community.

Ted Baumgarten, District Administrator
Don W. Miles, Principal
Thomas E. Auger, Elementary Supervisor

Municipalities of Eleva and Strum.
Townships of Albion, Chimney
Rock, Unity, Clear Creek, Hale,
Pleasant Valle

ELEVA-STRUM AREA SCHOOLS
INTEGRATED DISTRICT NO. 1
STRUM, WISCONSIN 54770
Phone 715/695-2696

JAN 08 1981

SUBJECT: Reactions to the Overall Trempealeau County-Kellogg Project

1. The Kellogg Project has provided a real "doorway" into the electronic future for the School District of Eleva-Strum. As we see it, without the expertise and equipment funded through Kellogg, we could never have reached the pivotal point at which we stand.

   All around us, technology is expanding at an amazing rate. We have often wished to "get on board" but have been thwarted by the very nature of our rural community. Monies are very difficult to obtain when projects "beyond the basics" are proposed.

   So now we stand prepared to educate our children not only to the fact that the world out there is highly technical, but can actually bring experiences to them that are highly technological in nature. All this and enhance the basic skills too! The Kellogg Project has been a success.

2. The impact of Kellogg on the county has in a sense been exactly the same as to each individual school. We have learned that we were working really toward similar goals all along. Kellogg pointed this out and gave us the opportunity to grow, together, to meet our common needs and reach our common goals.

3. Other rural systems, we are sure, would find the "Kellogg" experience similarly rewarding. The potentials for them as for us are almost unlimited. They could only stand to gain from it.

4. There is no area in which the telecommunications system could be of significant use. Janitors, maintenance personnel, bus drivers, clerical staff, secretaries, lay assistants all could meet to identify common needs, problems and goals and arrive at solutions. It is an ideal media for this.

5. As in all projects of this nature, we have experienced a number of problems. Some we have solved, others are being solved, and some seem unsurmountable.

   The most difficult of all seems to be scheduling--as of yet, we have found no satisfactory solution to this problem.

   Difficult, but being solved, is that of attracting the interest of teachers who really do have a lot to offer via the system. Still not solved is the problem of signalling a particular school with whom we wish to communicate.

   This problem is technical in nature, and is within the scope of the technicians. We expect a solution soon.

Another problem, which has been worked on extensively, and whose solution has occurred almost to the 99% rate is that of audio feedback, at first a major problem, now very minor.

A problem which has been solved is that concerning the alleviation of fear arising out of the use of this technical equipment by the teachers. We have twice held seminars on this subject, and the results were almost 100% positive K-12. Naturally we are seeing the equipment in frequent classroom use.

Another problem, which still resists complete solution is that of community understanding and involvement in the project. Whereas we have made many activities available to the community, little response has been elicited.

We encountered a problem which strangely, we didn't realize we had. That of having a written, logical and defensible curriculum in all subjects K-12. With the help of Kellogg funded expertise from the River Falls University, and one huge effort from our faculty, we now have a thousand-page, four inch thick MEDIA ORIENTED CURRICULUM. Everything we teach, now can be examined easily for possible adaptation to or enhancement by the 2 way system.

6. We have initiated and conducted a wide variety of activities via the 2 way system since it became operative.

Specifically:

1. Microwave cooking class (2 schools)
2. Guidance counselors meeting (3 schools)
3. L.E.A. meetings (8 schools)
4. Advisory board meetings (8 schools)
5. 2 way demos for visiting officials (4 schools)
6. Careers class (3 schools)
7. English teachers meeting (2 schools)
8. Mass media class (2 schools)
9. Math instruction (2 schools)
10. Student government meeting (3 schools)
11. Physics teachers meeting (3 schools)
12. "Tobacco & Smoking" lecture (8 schools)
13. Band and chorus meeting (4 schools)
14. Student interaction (3 schools)
15. Teacher inservice via cable (6 schools)
16. History teachers meeting (5 schools)
17. Counseling Cuban student (2 schools)
18. Geometry, algebra & advanced algebra quizzes (5 schools)
19. English teachers meeting (5 schools)
20. Foreign language meeting (8 schools)
21. Principals meeting (5 schools)
22. Political forum to the public (5 schools)
23. Tape transmission to other schools for dubbing of material which we have produced (2 schools)
24. History class (1 week) (2 schools)
25. Special effects transmission for TV production class at G.E.T. (2 schools)
26. Lecture: Mainstreaming the EEN child (8 schools)
27. Workshop - Boards, teachers, administrators and LEA's (8 schools)
28. Intro to Shakespeare - Lecture (8 schools)
29. Drug & alcohol abuse - Lecture (8 schools plus retransmit into several grade schools
30. Keyboard - Music theory demo (4 schools)
31. Logo judging contest (4 schools)
32. Computer science class - actual transmission of computer screen readouts. Involves many students (2 schools) additional ones are passively viewing.

As you can see, the capabilities of the 2-way cable, tied with the equipment and expertise provided by the Kellogg Project has enhanced the quality of education throughout our county and will continue to do so. This will naturally evolve into broader uses and ultimately will do even more to enhance the quality of rural life in our area.

Arcadia Public Schools
308 EAST MAIN STREET
ARCADIA, WISCONSIN 54612
PHONE: (608) 323 - 3334

TOM BOLAND, PRESIDENT
DAVE HOESLEY, VICE PRESIDENT
JAMES W. SCHULTZ, CLERK
REV. WAYNE RADKE, TREASURER
JOHN RUMPEL
RANDALL NILSESTUEN
RONALD TUSCHNER

DENIS A. KIRKMAN, DISTRICT ADMINISTRATOR
LAWRENCE W. RUSH, HIGH SCHOOL PRINCIPAL
JAMES E. CROWLEY, ASSISTANT H. S. PRINCIPAL
GARY G. PAHL, ELEMENTARY PRINCIPAL

RECEIVED
DEC 22 1980
R. SZYMANSKI

December 18, 1980

Mr. Ray Szymanski
University of Wisconsin - Stout
Menomonie, Wisconsin 54751

Dear Ray:

As per your request on December 2nd, I am forwarding you my reactions to the six questions you presented.

1. Impact of Project - Local School.
The general staff reaction would be positive. There has been a mushrooming of interest in programming both one-way and two-way, even though until recently we have not had such capabilities. Teachers have used the two-way system for communicating to other teachers with regard to course content structure. We have also used it for disseminating an alcohol and drug prevention program, originating from this school to the other school districts. We are much more aware of the potentials available to us through two-way programming and are experimenting increasingly on new ways to adapt this educational tool.

2. Impact of Project - County.
County-wide there is a greater awareness of the two-way system and its potential. However, probably the greatest impact is availability of commercial programming at this point. The business area has definitely become aware of the educational impact of two-way programming by our involvement with the various industries in the county as an instructional function for either vocational or academic classes.

3. Potential for tele-communication system in similar rural settings.
It is our feeling that the potential for a system of this sort in other areas is eminent. We have already seen the wide perspective of information that can be disseminated and the educational as well as community uses this function can serve in the rural setting. Once the system reaches a higher degree of sophistication, I should guess that this model will be looked at for similar programs throughout the nation and perhaps even the world.

4. Identify specific support service areas for enhancing local programs.
Medical: Coordination between schools and homes in the community with the local clinics and hospitals would provide immediate health services and medical supervision

AN EQUAL OPPORTUNITY EMPLOYER

for homebound cases. There is no question that a great deal more will be done to enhance this service.

Community Instruction: There is a great deal of potential for disseminating information from instructional as well as local community government agencies to the community at large. Homebound instruction, adult instruction, local news broadcasting, calendars of local events, referendums and other local issues are but a few of the items that could be used to improve local living.

Security Systems: Both industrial and local farm business could be linked to a fire and theft security system where they would be under constant surveillance and immediate notification of need could be received at a central location and dispatched from that point.

Summary: I am certain that in the growth of this program all aspects of the community will in some way be touched by the two-way communication system of the Trempealeau County Kellogg Project.

5. Identify major problem areas encountered in establishing a tele-communication system.

A. Government red tape - the difficulty in meeting the changing requirements for loan applications and other funding.
B. Legislation required to implement program.
C. Community resistance to change in status quo.
D. Anxiety by instructional staff with regard to T.V. instruction taking their jobs.

6. Specific activities initiated or conducted by tele-communications.

Trempealeau County alcohol/drug prevention program via two-way system (see Item 1 above). Teacher evaluations processed. Interschool instructional programming. Enhancement of communication between school districts and institutions of higher learning, communities, etc., and industry of the community. Reduction of instructional experiments acts as a time-saving device for teachers.

All these and many other aspects of the project now affect positively the quality of local living and will continue to affect the quality of local living in a positive way for years to come.

Sincerely,

Denis A. Kirkman

Denis A. Kirkman
Superintendent

DAK:dms

APPENDIX B

REACTIONS TO THE OVERALL TREMPEALEAU COUNTY - KELLOGG PROJECT

by

LEA Representatives

January 15, 1981

Taylor High School

TAYLOR SCHOOL DISTRICT ET. AL.
Larry Lienau, Superintendent
Taylor, Wisconsin 54659

High School - (715) 662-2311
Elementary School - (715) 662-3211

Nola Olson,
Elementary Principal

JAN 15 1981

January 14, 1981

TO: Roy Szymanski

FROM: Roger Hagon

SUBJECT: Reaction to the Overall Trempealeau County Kellogg Project

DATE: January 14, 1981

While there have been many successful experiences with the two-way system, on the whole it has not yet had the impact on the Taylor School District that it potentially could have. When the students begin to experience an expanded curriculum, ie. when they have the opportunity to select courses over the two-way that they could not receive in their local districts, then the system will have come into its own.

From the county-wide perspective, I feel that to date the project has helped pull together the eight cooperating schools and has assisted in creating a climate in which further joint efforts might take place. With decreasing enrollments and rising transportation costs all the schools in our areas are seeking ways to cut expenses. Specifically, the two-way has the potential of eliminating some of the transportation costs involved in already existing "coop classes" as well as adding new offerings for less cost. This may be particularly important to the very survival of some of the smaller schools in the area.

So for the major hindrance to the full development of the program has been the lack of time and money for teachers to develop suitable programs. Here the lead must be taken by the administrations of the schools involved. Once course time has been scheduled, development time given, and teachers duly compensated for their efforts, the program will go forward.

Sincerely,

Roger Hagon

Roger Hagon
LEA Coordinator

RH/mah

Ted Baumgarten, District Administrator
Don W. Miles, Principal
Thomas E. Auger, Elementary Supervisor

Municipalities of Eleva and Strum
Townships of Albion, Chimney
Rock, Unity, Clear Creek, Hale,
Pleasant Valley

ELEVA-STRUM AREA SCHOOLS
INTEGRATED DISTRICT NO. 1
STRUM, WISCONSIN 54770
Phone 715 695-2696

JAN 08 1981

SUBJECT: Reactions to the Overall Trempealeau County-Kellogg Project

1. The Kellogg Project has provided a real "doorway" into the electronic future for the School District of Eleva-Strum. As we see it, without the expertise and equipment funded through Kellogg, we could never have reached the pivotal point at which we stand.

   All around us, technology is expanding at an amazing rate. We have often wished to "get on board" but have been thwarted by the very nature of our rural community. Monies are very difficult to obtain when projects "beyond the basics" are proposed.

   So now we stand prepared to educate our children not only to the fact that the world out there is highly technical, but can actually bring experiences to them that are highly technological in nature. All this and enhance the basic skills too! The Kellogg Project has been a success.

2. The impact of Kellogg on the county has in a sense been exactly the same as to each individual school. We have learned that we were working really toward similar goals all along. Kellogg pointed this out and gave us the opportunity to grow, together, to meet our common needs and reach our common goals.

3. Other rural systems, we are sure, would find the "Kellogg" experience similarly rewarding. The potentials for them as for us are almost unlimited. They could only stand to gain from it.

4. There is no area in which the telecommunications system could be of significant use. Janitors, maintenance personnel, bus drivers, clerical staff, secretaries, lay assistants all could meet to identify common needs, problems and goals and arrive at solutions. It is an ideal media for this.

5. As in all projects of this nature, we have experienced a number of problems. Some we have solved, others are being solved, and some seem unsurmountable.

   The most difficult of all seems to be scheduling--as of yet, we have found no satisfactory solution to this problem.

   Difficult, but being solved, is that of attracting the interest of teachers who really do have a lot to offer via the system. Still not solved is the problem of signalling a particular school with whom we wish to communicate.

   This problem is technical in nature, and is within the scope of the technicians. We expect a solution soon.

Another problem, which has been worked on extensively, and whose solution has occurred almost to the 99% rate is that of audio feedback, at first a major problem, now very minor.

A problem which has been solved is that concerning the alleviation of fear arising out of the use of this technical equipment by the teachers. We have twice held seminars on this subject, and the results were almost 100% positive K-12. Naturally we are seeing the equipment in frequent classroom use.

Another problem, which still resists complete solution is that of community understanding and involvement in the project. Whereas we have made many activities available to the community, little response has been elicited.

We encountered a problem which strangely, we didn't realize we had. That of having a written, logical and defensible curriculum in all subjects K-12. With the help of Kellogg funded expertise from the River Falls University, and one huge effort from our faculty, we now have a thousand-page, four inch thick MEDIA ORIENTED CURRICULUM. Everything we teach, ~~now~~ can be examined easily for possible adaptation to or enhancement by the 2 way system.

6. We have initiated and conducted a wide variety of activities via the 2 way system since it became operative.

Specifically:

1. Microwave cooking class (2 schools)
2. Guidance counselors meeting (3 schools)
3. L.E.A. meetings (8 schools)
4. Advisory board meetings (8 schools)
5. 2 way demos for visiting officials (4 schools)
6. Careers class (3 schools)
7. English teachers meeting (2 schools)
8. Mass media class (2 schools)
9. Math instruction (2 schools)
10. Student government meeting (3 schools)
11. Physics teachers meeting (3 schools)
12. "Tobacco & Smoking" lecture (8 schools)
13. Band and chorus meeting (4 schools)
14. Student interaction (3 schools)
15. Teacher inservice via cable (6 schools)
16. History teachers meeting (5 schools)
17. Counseling Cuban student (2 schools)
18. Geometry, algebra & advanced algebra quizzes (5 schools)
19. English teachers meeting (5 schools)
20. Foreign language meeting (8 schools)
21. Principals meeting (5 schools)
22. Political forum to the public (5 schools)
23. Tape transmission to other schools for dubbing of material which we have produced (2 schools)
24. History class (1 week) (2 schools)
25. Special effects transmission for TV production class at G.E.T. (2 schools)
26. Lecture: Mainstreaming the EEN child (8 schools)
27. Workshop - Boards, teachers, administrators and LEA's (8 schools)
28. Intro to Shakespeare - Lecture (8 schools)
29. Drug & alcohol abuse - lecture (8 schools plus retransmit into several grade schools
30. Keyboard - Music theory demo (4 schools)
31. Logo judging contest (4 schools)
32. Computer science class - actual transmission of computer screen readouts. Involves many students (2 schools) additional ones are passively viewing.

As you can see, the capabilities of the 2-way cable, tied with the equipment and expertise provided by the Kellogg Project has enhanced the quality of education throughout our county and will continue to do so. This will naturally evolve into broader uses and ultimately will do even more to enhance the quality of rural life in our area.

TO: Ray Szymanski

FROM: Ginny Hangartner, LEA Representative - Whitehall

DATE: January 13, 1981

RE: Reactions to the Overall Trempealeau County-Kellogg Project

Here at Whitehall, we are still in the "infant" stage of this project. The greatest impact thus far for our district has been in the area of sharing among the teaching staff of the school districts. Ideas and resources have been shared and cooperation is becoming a habit.

Since no one in our school system is receiving this service in their homes at present, it is difficult to assess any impact which may have occured in regard to the total county perspective. Perhaps the greatest community impact thus far relates to involvement of senior citizens in the social services project thru the courthouse.

The potential for adopting this type of system in similar rural settings is great. Financing such a project, especially from the standpoint of school district involvement might present a problem. If other systems develop, the potential exists to link systems together in a network. The concept of a global community appears within reach of rural communities.

Areas where the telecommunication system could enhance local programs are in relation to curriculum enrichment and expansion, communication with parents and other community members, awareness and utilization of community services, and continuing education.

The major problem encountered in establishing the system was the continued delay in developing and constructing the system becuase of FmHA requirements and other legal procedures. We were using Kellogg funds before we were ready to make the best of them. Some universities gave "above and beyond", while others did not help the schools very much.

Specific activities initiated/conducted via the system included a forensic demonstration, spanish demonstration, smoking demonstration and a math speaker. The two-way demonstrations in which our district was involved showed us the potential for expanding our curriculum and enriching our programs by bringing in resource people, team teaching, and sharing ideas and resources. With the help and involvement of our University Representatives and the Kellogg monies for our district, we were able to offer a curriculum workshop/course for staff members. This initial step has led to an on-going program in curriculum development.

TO: Ray Szymanski

FROM: Clarence Crum

DATE: December 30, 1980

RE: Reactions to the Overall Trempealeau County-Kellogg Project

The biggest impact that has occurred to the present time has been the contact that small school districts have been able to make with other districts to share ideas and expertise in their various subject areas. This has been able to be done with the limited funding available.

The fact that many of us in education are beginning to think in a county perspective seems to suggest an impact county-wide. When the county access channel begins to be used, I can see a tremendous impact on county thinking.

The potential will depend upon the universal controller which is money. Beyond that, the second most important ingredient will be the cooperative attitude of the participants and a lot of hard work by many people dedicated to the success of the project.

We have found many problem areas but none of them have proved insurmountable. The problem of getting the original money to build the system, the problem of school districts signing long term contracts and the great variety of schedules followed by the school districts would seem to be the major ones in my mind.

The basic ability to receive educational programming in each rural home will be the biggest help toward enhancing rural life when it actually happens. The present time our small rural school districts are finding areas to cooperate in that will enhance rural life by enabling students to experience things that are not available to them in any other way.

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Paul L. Stieber
Principal
Fairchild School
Fairchild, WI 54741
Phone: 715-334-3311

[illegible]
JAN 15 1981
R. [illegible] SZYMANSKI

January 14, 1981

Mr. Ray Szymanski/CREI
UW-Stout
Menomonie, WI. 54751

RE: Trempealeau County Kellogg Project Summation

I am fortunate to have been involved with the Kellogg Project from its initial planning stages to its recent conclusion. It has been a very rewarding experience to see an idea become a reality. It has, however, not been without its frustrations. It was necessary to remind ourselves that something as new as what we were trying was likely to encounter many problems. But through the efforts of many devoted people and the financial support of the Kellogg Foundation, we are achieving our initial goals. I have appreciated working closely with WCWC universities, expecially UW-Stout. The Kellogg Project has led to a very good working relationship between the area universities and the eight school districts.

The Trempealeau County Kellogg Project has had a definite impact on our local school district. We have been evaluating our high school curriculum to determine ways that the telecommunications system can be used to improve our class offerings. Faculty members are beginning to improve their classes, to share ideas and resources with the other seven schools, and to provide their students with opportunities via the two-way system. The general feeling of the faculty members is that the two-say interactive system has many exciting and potentially effective uses.

One of the most positive benefits of the Kellogg Project in Trempealeau County has been the tremendous cooperation among the eight schools. Administrators and teachers are willing to work with other districts for the betterment of their students. The communities have much closer ties as a result of the system. I can predict even better relationships as the county courthouse access channel becomes operational and more people are able to be connected to the system. Many governmental agencies are considering ways to utilize the system to deliver their services.

I feel that the potential exists for other rural areas to implement this type of system if the proper circumstances exist. It will take the cooperation of many agencies and people before it could become a reality.

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Trempealeau County was fortunate to have the idea, devoted people willing to give of their time, cooperation among the schools and communities, the ability to obtain a federal loan for construction of the system, and finally the financial support of the Kellogg Foundation to help put it all together. I hope other rural areas can be as fortunate.

Undoubtedly the way that the system can help the schools and communities the most is through the sharing of resources. In the schools for example, the expertise of master teachers can be utilized in the other schools. A computer class can originate from one school and serve all eight. An agriculture teacher could talk to a livestock buyer in Ettrick as part of his program.

We have found the system to be very effective in conducting meetings. Teachers have had inter-departmental meetings between the schools. Ideas and resources are often exchanged. I can see where credit classes can be effectively taught over the system. The possibility of city and county government sharing resources via the two-way should be explored. In reality the potential uses are only limited to ones imagination and initiative.

Probably the most serious problem during the entire project was the extensive delay caused by government "red tape" necessary for the FHA loan requested by the Western Wisconsin Communications Cooperative for construction of the system. This hindered the initial progress of the project.

Another problem that must be faced is the hesitancy of the many teachers to use the two-way system. It cannot be assumed that teachers will readily jump at the opportunity to teach over the two-way. Care must be taken so that teachers are not threatened in any way by the system. They must be shown the benefits of the system in their own teaching situation. They msut also be assured that the purpose of the system is to improve the curriculum not replace teachers.

I would like to list several examples where I feel the use of the telecommunications system has provided the schools and communities with opportunities normally not available.

The smoking demonstration conducted by Dr. Marty Andrus provided a large number of students in the county to see and respond to his excellent presentation.

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The Student Council members from the project schools had an opporunity to interact with each other and with a representative of the State Association of Student Councils.

The two-way system was used for a political forum prior to the general election allowing members of the communities to question the candidates on various topics.

Robert J. Gamache
Local Educational Agency Rep.
Osseo-Fairchild Schools

DONALD WOYCHIK
President

WALLACE JELEN
Clerk

ERNEST HALAMA
Treasurer

MARILYN ANDERSON
Director

RICHARD BOLAND
Director

School District of Independence
INDEPENDENCE, WISCONSIN 54747
Phone 715-985-3172

MARY MARGARET KUNKEL
District Administrator

WILLIAM JESKE
High School Principal

JOHN LUCENTE
Psychologist - [illegible] Counselor

JAN 15 1981
[illegible] SZYMANSKI

To: Ray Szymanski

From: Pat Reynolds, LEA Representative - Independence

Subject: Reactions to Project

Since I did not begin serving as an LEA representative until the fall of 1979, my overall view of the project has to be rather incomplete.

On a local basis the project has had considerable impact, both favorable and unfavorable. For reasons I'm not quite sure of, the project became viewed as a threat to many teachers both from a job security standpoint and an additional work load standpoint. In fact, it became a part of contract negotiations. Obviously, the initial presentation was faulty, the pitfalls in selling the project weren't recognized, or built-in bias excisted on the part of the participants.

On a much more favorable note, it has generated some innovative thought on the part of the more open-minded, creative teachers and, of course, has been received very well by most people new to the local school system. The students, when they have been involved, have come away with a very positive attitude in the majority of cases; a fact, which I feel, presents a very optimistic view for the future.

Considering the system on a county wide basis, there is no doubt that the project has had a definite effect, all of it beneficial. It has brought eight separate, and quite isolated schools, into a cooperative venture that is uniting them on more levels than the two-way telecommunications level alone. Students, faculty, and adminstrators have all benefited by this greatly broadened base.

Looking at other areas from the above point of view, it seems to me that the possibilities for other rural districts in various parts of the country to band together in a similar fashion is very great. Given the information we have learned by trial and error, most newly organized groups should be able to set up successful cooperatives.

Again, because I feel one of the greatest handicaps we face as individual school districts is our smallness and relative isolation, the Kellogg Project's greatest potential lies in the area of broadening our course offerings, of broadening our envolvement with many more people, and broadening our horizons generally. In reality the two-way system should help give us the best of two worlds; the pleasures, the closeness, the relative security of rural living and

An Equal Opportunity Employer

and the expanded identity of the student body, the greater chance to realize talents and potentials, and the wider teacher sharing in individual fields which larger city systems offer.

Of course, nothing which has the size and complexity of this project can be developed trouble free. As I previously stated, poor ground work got things off to a bad start here. On a more general level three areas seem to me to have posed and still pose problems. The mechanics of the system created very real difficulties early on both practically and psychologically -- firing people's enthusiasm only to have it put on hold was not helpful. (If the Kellogg Project could have been brought into being a year or so later than it was perhaps still more benefit could have been derived.)

From a more present and on going standpoint, two large problem areas remain, one is scheduling activities among eight schools, and the other is teacher time and compensation. Both are going to take cooperation and effort to solve. In the long run, handled properly, the teacher situation (which is partially the result of our smallness - too few people called upon to be experts in too many areas) could be helped greatly by the two-way system.

We haven't been fuctioning long enough in a viable fashion to point out really superior activities. However, from an enhancement of the quality of rural life, I would say the programs which brought in experts from outside the area, the mathematics and smoking activities as examples, were in the area of greatest potential. I'd like to see similar presentations in the field of fine arts, appreciation for instance.

If can we can solve a few of the problems and continue to generate enthusiasm, I think we have a truly great educational tool at our disposal, thanks, from a school standpoint, almost entirely to the Kellogg Foundation.

APPENDIX C

REACTIONS TO THE OVERALL TREMPEALEAU COUNTY-KELLOGG PROJECT

by

WCWC Representatives

January 15, 1981

UNIVERSITY OF WISCONSIN-RIVER FALLS

COLLEGE OF EDUCATION
715/425-3774 or 425-3338

DEC [illegible] 1980

December 5, 1980

TO: Ray Szymanski

FROM: Bill Romoser, WCWC University Representative-UW-River Falls

SUBJECT: Reactions to the Overall Trempealeau County-Kellogg Project

As I reviewed the major projects in which UW-River Falls was involved I feel the important impact came from attitudinal shifts. School districts examined their curriculum in view of "greater potential as a result of Kellogg." The faculty had a new dissemination system and the old restrictions based upon rural life no longer fit into what they, the faculty, could accomplish. UW-River Falls provided the expertise to rewrite a K-12 curriculum in which the telecommunication system was an integral part. The faculty of the schools demonstrated an attitude of concern for commitment to a new teaching methodology.

Another example of attitudinal shifts may be expressed in the desire to have specific programs developed at universities and made available to the schools to fulfill specific objectives and purposes. This showed a 'break down' of prior geographic restrictions that existed in requesting aid for specific purposes whether these purposes be major or minor.

As the telecommunications system becomes 'a habit' and the thinking of the faculty and administrations of the school districts becomes accustomed to incorporating the new delivery system into problem solving the 'potential' will become a reality.

Another very important aspect of the Kellogg Project was the development of working relationships with school districts and universities plus cooperation between universities. As responsibilities were identified, the involvement of selected aspects of individual universities was enhanced. There is no better way to develop cooperation than working on a common cause. The universities have changed as a result of this project.

kg

RIVER FALLS, WISCONSIN 54022

DIVISION OF
TEACHER EDUCATION University of Wisconsin-La Crosse

MEMORANDUM

JAN 13 1981

12 January 1981

To: Ray Szymanski

From: Clyde Greve--UW-La Crosse

Re: Reactions to the Overall Trempealeau County--Kellogg Project

As you know, I only became a member of the advisory committee in July 1980. Consequently, my reactions and observations are limited in nature and of limited value when compared with those of the committee members who served for longer periods.

It is my observation that even after years of effort on the part of a great many individuals we are seeing a limited, although real, current impact on the schools and the county, but the potential impact on both is tremendous.

I have a strong concern that as school board membership, administrations, and faculties have turnover the commitment to the project will lag. When these people are faced with the inevitable financial, program, and time decisions, it will likely become increasingly difficult to maintain the interest that currently exists.

I have no doubt that the WWCC will succeed whether or not the educational component is continued.

I feel that there is sufficient potential need for the involvement of the WCWC Consortium that continued contact of the Project advisory committee members representing the Consortium should be maintained.

UWEC UNIVERSITY OF WISCONSIN-EAU CLAIRE EAU CLAIRE, WISCONSIN 54701

DEPARTMENT OF SECONDARY AND CONTINUING EDUCATION

January 13, 1981

JAN 14 1981

To: Ray Syzmanski

From: Charles O. Larson

Re: Reactions to Trempealeau County-Kellogg Project

The attached report is my contribution to your request of December 2 for reactions to the overall Trempealeau County-Kellogg Project. If you have any questions, please feel free to call me at 715-836-5846.

lh
Enc.

The University of Wisconsin-Eau Claire provides equal educational and employment opportunity regardless of sex, age, marital or parental status, race, color, religion, national origin, or handicap in compliance with regulations under Titles VI, VII, IX, and Section 504. Refer questions to the Affirmative Action Office, 225 Schofield Hall, (715)836-5717

TREMPEALEAU COUNTY-KELLOGG PROJECT

REACTIONS TO THE OVERALL TREMPEALEAU COUNTY-KELLOGG PROJECT

I. Impact of the project from a local school school district perspective.

A. Enhanced communication.

Schools involved in the project have become more aware of other participating school curriculums. There has been considerable more teacher-teacher interaction among the eight schools. The four participating universities have become much more involved in curriculum development and in-service education among the schools in the project.

B. Required coordination.

There has been an increased amount of time required for planning and coordinating activities within the project. I believe we have learned that it is essential to employ a project director.

C. Costs.

There have been increased costs to the school districts, and some of these costs are likely to continue. Not only must school districts share cost of maintaining cable service in general, but it has been necessary to have adequate technical consultation and maintenance services available. Additional costs have been required to provide time for teachers to meet and plan joint projects. These costs are likely to continue.

D. Research and evaluation.

Schools are learning that it is imperative to collect data that can be used in continuing to justify the cable system. Justification must be provided in terms of reduced costs elsewhere or expanded opportunities for students.

II. Impact of the project from the total county perspective.

A. Television viewing capability.

County residents have been able to expand the number of commercial and educational television viewing stations available to them. With the expansion of cable technology, future benefits in this area are nearly unlimited.

B. Subsequent benefits from an improved educational program.

Although this impact may not be seen for a number of years, the community stands to gain considerably as schools are able to improve their respective educational programs through use of the two-way telecommunication system.

C. Increased continuing education capabilities.

Community residents are now able to participate in educational programming previously not available to them. These opportunities will be expanded as new viewing stations are added to the system.

D. Health and Social Services

Although this impact may be a bit premature, it is quite obvious that current efforts are going to result in improvement in this area.

E. Participation in government affairs.

Several illustrative programs have already been offered which have enabled community residents to participate in certain government affairs. Examples include the candidate forum and the goal-setting activity workshop.

III. Potentials for a telecommunication system in similar rural settings.

There is no reason that a similar project could not be established in any rural section of the country. Such a project would only be limited by desirability and effort on the parts of community residents, financial capability, and leadership. One characteristic that may be peculiar to Trempealeau County, and which have proven to be an asset, is the notion of the "cooperative" effort. Many rural areas may not view the cooperatives so positively.

IV. Service areas where the telecommunication system could enhance local programs.

A. Education

The telecommunication system can enhance cooperation, curriculum expansion, improve in-service education of teachers and administrators, and help the community become more aware of what is going on in the schools. There is also a tremendous potential for greater involvement of the general citizenry in school programs which will likely generate more support for education.

B. Health and Social Services

A telecommunication system can help community residents become better informed about new health care concepts. There is also the potential through two-way telecommunication to provide an emergency contact with anyone who needs it. Such a contact may be important for certain senior citizens. The system can provide a contact with the outside world for many community residents who otherwise might feel isolated.

C. Local Government Affairs

This system can be used to keep the public better informed as to what is happening in local government. There is opportunity for greater citizen participation (e.g., county board meetings) as well as in the various political campaigns.

D. Religious Institutions

Through use of community access channels, it would be possible for religious institutions to provide spiritual services to community residents who would not otherwise be able to participate.

V. Major problem areas encountered.

A. Establishing common goals.

It seems to me there was some fear among participating schools of losing individual identity through too much participation in the group effort.

B. Coordination.

There seemed to be some problem in coordinating the various activities without causing an excessive amount of joint planning (meetings, reports, etc.) which could tend to discourage participation.

C. Communication.

Sometimes it takes longer to explain a need to someone else than it does to complete the project yourself. Through communication breakdowns, misunderstandings often occur.

D. Cooperation.

Related to the area of common goal setting, it appeared at times that some participants were a bit suspicious of excessive cooperation.

E. Accepting innovation.

It has been said that we have our own models of the way the world is. Such is certainly true for education. For this project to continue to be successful, it will be important for schools especially, to study new ways of organizing and providing instruction. These new ways may be considerable departures from the traditional approaches. It has been difficult to get school leaders to accept such innovative ideas.

VI. Examples of activities that "enhanced the quality of rural life."

A. Goal-setting activity for school officials.

This workshop, during which teachers, administrators and school board members participated, presented a model which could be used in many different areas to improve lives in Trempealeau County.

B. Candidates' Forum.

This activity enabled many community residents to participate in a program with a minimum amount of travel. Such activities are ideal for upgrading qualities.

C. Sharing resources.

One outstanding example of resource sharing was when the Cuban student was placed in one school where no Spanish-speaking teachers were located. By utilizing the Spanish teacher from another school, this student's adjustment into the community was made easier. (There are probably numerous other examples of resource sharing.)

JAN 15 1981

14 January 1981

TO: Ray Szymanski

FROM: John Jenks

RE: Reaction to the Overall Trempealeau County-Kellogg Project

It is difficult for me to describe the impact of the project from a local school district perspective.

I do have feelings about the project from the total county perspective--especially in the delivery of social services. I feel the project has spawned ideas, some of which are working. We have been, as you know, Ray, involved in setting up the studio for access in the court house. With continued training of the county staff, and the provision for community access, this can be a valuable service for the county.

We also have been involved in two projects dealing with the elderly: 1) funded by the La Crosse District Area Agency on Aging led to the formation of two crews of older Americans. They produced many of their ideas for transmission, not only on the cable, but for the entire 7-county area. 2) the formation of a grant to the Agency on Aging for a three-year project (funded to the local agency, not the university) dealing with the delivery of information to isolated elderly. These kinds of programs have, I feel, great potential.

I continue to feel there are great potentials here...and I understand Clark County is also investigating such a system. It is a bit of a problem sometimes, but very rewarding.

JDJ/af

TREMPEALEAU COUNTY KELLOGG PROJECT
205 Osseo Road, P.O. Box 326 Independence, Wisconsin 54747
Tel: (715) 985-3004 / 985-3005

JAN 20 1981

FROM: January 16, 1981
Rodney C. Moen R.C.

TO:
Mr. Ray Szymanski
Director, CREI
University of Wisconsin-Stout
Menomonie, Wisconsin 54751

Dear Mr. Szymanski:

RE: Reactions to the Overall Trempealeau County-Kellogg Project

The following is reaction to the Trempealeau County Kellogg Project from the viewpoint of the project office:

1. Describe the impact of the project from a local school district perspective.

A literal explosion of instructional television useage among the eight Trempealeau County Kellogg Project school districts is a direct result of this project. Educators are now able to integrate instructional television with their respective schools curriculum to assure a broadbased educational offering for the rural student.

2. Describe the impact of the project from the total county perspective.

The electronic highway that runs from the classroom to the living room has made the Trempealeau County Kellogg Project one of an educators most direct public relations avenues in their respective communities. A wide variety of school-initiated programs can now travel the cable to supplement in school subjects. Directly or indirectly, these programs will cement relations between the school and the community. In addition, the Trempealeau County Community television studio in the Trempealeau County Court House, which was made possible by the Trempealeau County Kellogg Project, opens an entire new horizon of local programming in the area of community service to county residents. Through this local origination facility, county government and county residents have a means to provide educational, informational and public service programs to eleven seperate communities and to all school facilities in the eight school district area.

A Demonstration Project in Rural Educational Telecommunications

3. What are the potentials for a telecommunications system in a similar rural setting?

Replication of a cooperative approach to instructional television is probable and possible anywhere in the nation, rural and urban, or internationally for that matter. The primary ingredients for success are motivation, dedication and perseverance. The benchmark has been established with the Trempealeau County Kellogg Project, and any other area interested in cooperatively organizing their educational system has the potential to accomplish what has been accomplished through the Trempealeau County Kellogg Project.

4. Identify specific support/service areas where the telecommunication system could enhance local programs and in what areas would the system be especially helpful.

A telecommunications system allows the community to share in the educational benefits of school-produced programs designed primarily for in-school instruction and course work. Cable television, if used wisely, can give education a higher profile in the community. Educators can utilize this higher profile by speaking out with loud voices in their own behalf. Further, this telecommunication tool is more than a teacher's aide, as it furnishes teachers with an outlet to explore their own creative potential. It also provides a means for teachers to reach out to the needs of special students. Gifted students can participate in programs/courses that challenge them beyond their regular curriculum. Students who need remedial help can be served through this electronic medium.

5. Identify major problem areas which were encountered from your persepctive in establishing the Trempealeau County telecommunications system.

The major problem during the four years of the Trempealeau County Kellogg Project was the delay in getting the Western Wisconsin Communications Cooperative (the cable operator) system built. This delay, for three of the four years of the project, prompted some teachers to lose the initial enthusiasm they had for using the two-way instructional capability of the system. This wave of enthusiasm quickly returned once the system became operational and teachers, administrators and support staff are now actively utilizing the system. Another problem area was the audio feed-back caused by having the volume of television monitors turned up to loud. This was quickly overcome as users became acclimated to the system. The last major problem area, yet to be resolved, is in signalling a school to notify them you wish to communicate with them. This can be done via telephone. However, a signalling device has been developed, which uses the cable television network, that will enable one school to signal another school when they wish to interact. In simplest terms, this unit inserts a sub-audible tone on the audio carrier of the television channel of the originator and through the use of an electronic scanning device at the recipient end is able to emit an audible tone to notify a respective school that another wishes to interact with same. Such a signalling device precludes the need to have a television monitor tuned to each of the eight school district television channels.

CENTER FOR EDUCATION PROFESSIONS

OFFICE OF EDUCATIONAL SERVICES
Larry Cozad, Director

UW-La Crosse

Memorandum

January 13, 1981

TO: John Jenks

FROM: Larry Cozad

I don't have many comments to make regarding the input Ray Szymanski is asking for.

1. I think the impact has been considerable on the non-education community and the potential for greater impact is certainly there.
2. There has been some impact on the school districts, but I think the barriers are considerable for increasing the impact of the telecommunications system.
3. The major problem area of school districts is the establishing of common schedules for the secondary schools. This, of course, is not realized, but the Title IVC project may be able to provide some coordination of scheduling.

LC/jb
cc: Clyde Greve

TO: Ray Szymanski

FROM: Harlyn Misfeldt, WCWC Rep. - UW-Stout

DATE: January 1981

RE: Reactions to the Overall Trempealeau County-Kellog Project

Each local school district will be able to offer programs, courses and experiences that would be impossible to offer without the interactive television system. Each district will reap the benefits of consolidation without the accompanying disadvantages of consolidation.

The total county will be able to make use of expertise previously unavailable as well as making use of available expertise at substantially reduced costs.

In my judgement, it is just a matter of time before telecommunication systems are commonplace.

The area I am most enthusiastic about is in-service work with teachers. This area is often neglected because of unavailability and/or expense of providing needed expertise. The telecommunication system opens up a whole new realm of possibilities.

One of the major problems contered around the lack of clear objectives and curriculum materials. Another problem is the lack of a common schedule for each school.

Anytime we can improve education it will improve the quality of life. From my perspective this is the single most important advantage of the project.